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ABSTRACT

This guide contains a wide variety of material focused on the improvement of the Latin curriculum in secondary schools. Information on evaluation procedures, the language laboratory, audiovisual materials, and materials for professional development is treated in separate sections. Detailed curriculum guides and description of linguistic and cultural objectives are directed to the development of an awareness that the classical languages are, in fact, living languages. A statement by the National Council of State Supervisors of Foreign Languages concerning the role of Latin instruction in American education and a report of the 1969 Education Professions Development Act Latin Institute held at the University of Illinois are included. An extensive bibliography is provided. (RL)

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GUIDE TO THE IMPROVEMENT

OF

THE TEACHING OF LATIN

Levels I — IV

prepared by
The State Latin Curriculum Committee
under the direction of
Mrs. Patricia Hammond
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Scott Tuxhorn, Superintendent
1970

FOREWORD

Outstanding teachers of Latin from our Oklahoma public schools have collaborated to write these guidelines for improvement of the Latin curriculum in our state. New teaching objectives and new techniques suggested in these pages seek to relate the study of classical languages with the needs of today's students.

It is our considered opinion that this study provides a background for understanding in depth of the history, culture, literature, and grammar of the English language and culture as well as the languages and cultures of the civilized nations of the world.

We wish to express our own appreciation of the fine work that has been done in this publication, and we sincerely hope that the Latin teachers of Oklahoma will use it effectively in the planning and instruction of their classes.

Scott Tuxhorn
State Superintendent of Public Instruction

ACKNOWLEDGMENTS

This Latin curriculum guide is the result of the cooperative endeavor of a number of educators actively engaged in the teaching of Latin in Oklahoma. The curriculum committee wishes to express appreciation to the Oklahoma Curriculum Improvement Commission, Dr. Clifford Wright, Director, and Mrs. Mary Ann Wood, Curriculum Development Coordinator, Curriculum Section. Our special gratitude goes to Mrs. Patricia Hammond, Curriculum Specialist for Foreign Languages, State Department of Education, for the contribution of her time, encouragement, and support, not only in the preparation of this guide, but in her constant promotion of the teaching of Latin in Oklahoma. Our thanks also go to Mrs. Helen Carney, Foreign Language Supervisor, Tulsa City Schools, and Mrs. Berneice Miller, Foreign Language Consultant, Oklahoma City Schools, for their interest and assistance in the work of this committee. Further acknowledgments go to the Latin teachers of Oklahoma who have served as consultants and contributors to this guide.

The Editorial Staff

(This publication is made possible by funds from Title V, Section 503 of the Elementary and Secondary Education Act of 1965 through The Oklahoma State Department of Education.)

Dear Fellow Teacher:

The publication of this guide represents much work by Latin teachers from all areas of Oklahoma under the excellent chairmanship of Lois Ellsworth.

It represents, too, the concern of the State Department of Education for the provision of active leadership for Oklahoma teachers in the area of the classical languages as in all disciplines in the Oklahoma curriculum.

It is always my personal desire to be of service to you; please do not hesitate to call on me.

With all good wishes for improvement and expansion of our Latin program in Oklahoma.

Sincerely,

Mrs. Patricia Hammond
Curriculum Specialist
for Foreign Languages

LATIN CURRICULUM GUIDE

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PHILOSOPHY

The ultimate purpose of education is to develop in the student learning experiences which will enable him to meet the recurring problems of human existence.

The ultimate purpose of the teacher of the Classics is to arouse in students a desire to claim their rightful heritage willed to them by the men of letters of antiquity; to open their eyes to the fact that man is man, regardless of the period of time, driven by the same passions, fears, and ambitions as his predecessors.

The study of the Classics achieves the above goal by arousing in students an awareness that the classical languages, far from being dead, are living, breathing languages, which are deeply involved in science, mathematics, music, art, dance, architecture, archaeology, medicine, law, and the "live" languages.

Such a philosophy easily resolves itself into the humanistic, pupil-centered approach of teaching.

STATEMENT BY THE NATIONAL COUNCIL OF STATE SUPERVISORS OF FOREIGN LANGUAGES: THE ROLE OF LATIN IN AMERICAN EDUCATION

The National Council of State Supervisors of Foreign Languages endorses and encourages the teaching of Latin in American schools.

The rationale offered for Latin is essentially the same as that for the modern languages; through the study of a foreign language the monocultural and monolingual individual expands the boundaries of his own relatively narrow world to circumscribe a world which is at once more cosmopolitan. It is this very fact of foreign language study which makes languages crucial to the humanities.

Yet the continuing value of Latin to today's curriculum rests in its *uniqueness.* Latin presents the student an opportunity to develop a sense of the significant past by coming into direct contact with the Roman world. The late William Riley Parker, Distinguished Service Professor of English at Indiana University, said: "To live intellectually *only in one's own time* is as provincial and misleading as to live intellectually *only in one's own culture.*" The importance of the past from which all Western civilization has evolved is self-evident.

That Latin differs in its grammar from most languages commonly taught in our schools-- even radically in the case of English-- illustrates again the unique contribution this ancient language can make. Since Latin is one of the highly inflected languages, its contrast with English is especially sharp. The potential of Latin to create general linguistic concepts within the speaker of English makes it an ideal instrument for developing a deeper understanding of language *per se.*

As a means of building a historical perspective, of developing linguistic concepts, of creating a sense of judgment based on understanding of the past, Latin remains unsurpassed.

Although benefits do accrue from even a brief encounter with a foreign language, it is generally recognized that language competence results from extended sequences of study. The values of the study of Latin outlined here assume that a person will have the opportunity to pursue his study for three to six years.

Multi-sensory methods and materials especially suited to the interests, needs, and abilities of secondary-school students can make the teaching of Latin more meaningful than using a traditional approach at these levels.

As modern languages move on the educational spectrum into the elementary and junior high schools, the number of youngsters studying two or more languages becomes increasingly widespread.

The Council urges educators to reassess the values of Latin to the curriculum. The continuing decrease of Latin enrollments in the schools is alarming to many. This decrease can most readily be attributed to the smaller number of Latin teachers being prepared by colleges and universities; retirement of the Latin teacher sometimes means dropping Latin from the curriculum.

The Council encourages the American Classical League in its efforts toward developing standards for teacher education in Latin and disseminating information about new methods and materials in the teaching of Latin. Latin teachers and their modern foreign language colleagues realize that the value of any foreign language study is, in the final analysis, directly dependent upon the effectiveness of their teaching.

LINGUISTIC AND CULTURAL OBJECTIVES

Among the many traditionally accepted purposes by classical scholars and teachers of the classics and related fields are the development of linguistic competence, the enlargement of intellectual and aesthetic experience, and an intimate awareness of the foundations of Western culture.

The primary immediate objective in the study and teaching of Latin is the development of the ability to read Latin as Latin. In developing this ability, the following pupil competences should be considered as goals of instruction: hearing, speaking, manipulation (giving Latin response to Latin stimulus), reading, writing, translation, understanding what language is, understanding what literature is, and appreciation of Roman culture. Although instruction in the basic language is as important as ever and should be pursued with all the refined and scientific methods available, the humanistic values of the classics should be developed to insure their proper place in American education at all levels.

Well-taught and well-organized courses in the classics include important elements of classical literature, English, history, law, philosophy, and government. Such studies, while enriching the cultural development of the students, will also enlarge their perspective and objective view of humanity, both spatially and temporally.

Linguistic Goals

1. Ability to read and comprehend Latin as Latin
2. Ability to understand the exact meaning of English words of Latin derivation and to use them with increased accuracy
3. Knowledge of the principles of language structure and ability to recognize the identity of grammatical principles common to Latin, English, and the Romance languages
4. Facility in learning to read, comprehend, and speak other foreign languages

Cultural Goals

1. A knowledge of the life, history, and institutions of the Romans to enable the student to project an author and his

works against the environment and culture of the people for whom he is the spokesman

2. An appreciation of Roman influence on Western civilization through a broader understanding of social, economic, and political problems of today
3. Intelligent comprehension and appreciation of literature and art through knowledge of classical mythology and tradition
4. Knowledge and appreciation of classical literary works and masters and their influence on posterity
5. Knowledge of the Graeco-Roman influence on the terminology of science, medicine, law, etc.

FIRST WEEK IN LATIN

The first week in Latin is undoubtedly the most crucial of any period. The Latin introduced at this time must be exciting, lively, relevant, and, above all, honest, in order to create, discover, encourage, and maintain the interest of the student. To attain this goal, songs, games, questions and answers, and other devices must substitute for books. The following schedule of the first week in Latin may be changed, modified, expanded, or condensed to fit any class regardless of age, track, size, and maturity of the students.

FIRST DAY: Two large signs placed outside the classroom with any phrase inscribed-- i.e. "JCL welcomes you" and "Labor omnia vincit" which serve to create and raise enthusiasm for JCL and point out the relevance of Latin and the cultural indebtedness that we owe to the Romans. The class should begin with a dialogue by the teacher such as the one written by Irene J. Crabb, The Classical Outlook, March 1968, page 79, which has been adapted here.

T. Salvete, discipuli! Mihi nomen est__________. Respondete, "Salve".
P. Salve!
T. Salvete, discipuli! Respondete, "Salve, magister (magistra)"!
P. Salve, magister (magistra)!
T. Salve, John! Salve, Mary! etc. Salvete, discipuli! Now what does "Salvete, discipuli" mean?
P. Hello, students.
T. What does "Salve, magister" mean?
P. Hello, teacher.
T. What is the word for students?
P. Discipuli.
T. What is the word for teacher?
P. Magister.
T. Why are there two words for hello?
P. One is used to greet one person and the other is used to greet more than one person.
(At this point the teacher may decide to use "salve" and "salvete" as an example: (1) that Latin shows different relationships of words, and (2) that the Romans were much more exact in language expressions than Americans.)
T. Conside! (Teacher sits down)

Surge! (Teacher stands up)
Surgite, discipuli! (Use hand motion if necessary)
Considite, discipuli!
What does considite mean?

P. Sit down!

T. Bene. What does surgite mean?

P. Stand up!

T. Now, let's practice these words. (Rapid review up to this point).
(Continue in the same manner adding similar "act out" verbs such as "verte" and "vertite," "pugna" and "pugnate," "scribe" and "scribite," "dic" and "dicite," "tace" and "tacete," "aperi" and "aperite."

T. Valete, discipuli! Respondete, "Vale."

SECOND DAY: Begin with a brief review of common expressions introduced the first day. The second day lends itself nicely to a Latin songfest. "Ecce Caesar" sung to the tune of "Clementine," "Nunc Volo Tibi Cantare" sung to tune of "For He's a Jolly Good Fellow," "Gaudeamus Igitur," etc. For additional songs consult: (1) *Latin and Greek Chanties* by Dr. W. H. D. Rouse, (2) Carl Orff's *Carmina Burana* recorded by Decca (DL9706), or (3) The American Classical League.

THIRD DAY: Introduce The Lord's Prayer and The Pledge of Allegiance by having students repeat phrases. After vocally introducing The Lord's Prayer and The Pledge of Allegiance, display the written form of the two selections in Latin. Some teachers prefer to introduce this activity at the JCL or Latin Club meeting. OR THIRD DAY: Either freely draw a picture or mount a large picture from a magazine or newspaper. A picture of a rural, agrarian, or pastoral scene is very good. Introduce the various items within the picture, giving descriptive words and having students repeat after you. Near the close of the session, have students quickly write the words as they recall them.

FOURTH DAY: Begin with a brief review and discussion of the picture viewed the previous day. After the review, the scribe or the teacher should write the correct form of the words used. To add variety, the words might be written on a transparency instead of the chalk board. A game could be introduced at this point by the teacher simply saying "video" or "sunt" and each student adding a word. If a picture of a sylvan scene is used, the more mature students will respond more eagerly -- especially if the subject of environment or ecology is introduced.

FIFTH DAY: Introduce some aspect of Latin culture and civilization. The various mottoes of the states, colleges, and universities may be inserted, with their individual meanings. This works especially well if the Oklahoma motto has been on display for the entire week.

Set instructions of pronunciation have been eliminated because it seems that the students learn the pronunciation of letters more quickly and efficiently within the context of words rather than as isolated letters. This becomes increasingly evident through the use of songs in which, generally, each syllable must be pronounced clearly.

The above schedule is by no means a fool-proof method of success in teaching Latin, but students have been introduced to Latin in an exciting manner. You will note that if you can possibly end at least three classes a week throughout the year with one song, the vivacity and excitement for the subject matter will continue -- even through the learning of paradigms or through translation!

METHODOLOGY

In recent years, new methods for the teaching of Latin are appearing in the textbooks and in the classroom. The application of structural linguistics and the audiolingual approach are rapidly replacing the traditional grammatical methods.

Nearly all of the new methods are aimed at using and reading Latin as Latin and not for the purpose of turning English into Latin.

The leader in this field has been Waldo Sweet of the University of Michigan. Subsidized by the Carnegie Foundation in 1952-53, Dr. Sweet's work entitled *A Structural Approach* was based upon the application of descriptive linguistics to Latin and emphasized the need for more effective mastery of the language itself. This approach has brought into use the language laboratory and tape recordings.

STRUCTURAL METHOD

In the structural approach new points of grammar are presented by Dr. Sweet in three hundred and sixty basic sentences taken from the great works of Latin literature. Pattern practices are built around these basic sentences for drill on grammatical points. These practices are recorded on tape and usually both the stimulus and the response are in Latin. The forms are presented in horizontal order rather than vertical; i.e. the student learns all nominatives of all five declensions rather than all forms of each declension separately. Dr. Sweet's newest approach is *Artes Latinae,* published by Encyclopaedia Britannica Educational Corporation.

NATURAL METHOD

Father William G. Most of Loras College, Dubuque, Iowa, has developed the system - *Latin by the Natural Method.* This system combines the traditional and the direct methods; i.e. the grammatical analysis with the emphasis on content. Latin conversation plays a large part in this method and the most commonly used forms are introduced first. The natural method is based on the theory that Latin commands two controls, the active and the passive; the active gives the explanation and the passive helps the student understand the language in the printed and spoken word.

DIRECT METHOD*

This is one of the most widely known methods. It includes the following steps:

1. The use of everyday vocabulary and structure to encourage normal conversation
2. Grammar taught by situation and oral teaching of grammar and vocabulary
3. Extensive listening and imitation until forms become automatic
4. All reading matter first presented orally

READING METHOD*

The text, divided into short sections, is preceded by a list of words. After a certain vocabulary level is reached, supplementary reading is introduced.

GRAMMAR METHOD*

Rules of grammar and vocabulary are learned. The words are used applying the rule, giving practice in the application of the rule. Knowledge of the rule, however, is more important than its application. There is no oral work.

TRANSLATION METHOD*

Consists of practice in translating texts of increasing difficulty, first, from the second language into the first, and later, from the first into the second.

GRAMMAR-TRANSLATION METHOD*

This is a combination of the activities of grammar and translation. The grammar is an outline of formal grammar. The teaching begins with the rules, isolated vocabulary, depending on texts selected, paradigms, and translation. Easy classics are then translated. Vocabulary is divided into lists of words to be memorized. Grammar rules are memorized as units which often include illustrative sentences.

***Adapted from The Language Method Newsletter, Canisius College. Vol. 6, No. 2, 1969.**

LEVELS OF LEARNING IN LATIN

The levels described below are divisions prescribed by competency, rather than by calendar or term. An exceptional student might complete several levels in one school year. A slower student might spend more time reaching the same number of completions.

Level I

Basic Premises

1. The student crosses "the language barrier," that is, he does not expect Latin to follow the idiom and structure of English.
2. The student begins to see Latin alive in the vocabulary and cultural heritage of the English language.

Desired Competencies at Completion of Level I

1. The student is able to reproduce the sounds of Latin.
    A. Listen and imitate — first step
    B. Read aloud correctly — second step
2. The student has mastered specific grammatical concepts and forms.
    A. Uses of cases, excluding locative.
        1. Nominative-subject, pred. nom., pred. adj., modifiers and appositives to subject, pred. nom., and pred. adj.
        2. Accusative-direct object and object of certain prepositions as introduced in the text
        3. Ablative-object of certain prepositions as introduced in the text, abl. of means, time, and agent
        4. Dative-indirect object, dependent dative, and as the object of preposition "to" after verbs of showing, giving, and telling
        5. Genitive-possessive and descriptive phrases introduced by "of"
        6. Vocative
    B. Agreement of Adjectives
    C. First and second declension noun and adjective spellings

   - D. First and second conjugation verbs-active voice, present, imperfect, future, and perfect tenses (Some texts will introduce passive voice)
   - E. Imperative Mood-First and second conjugations
   - F. Irregular verb "esse"-present, imperfect, future, and perfect tenses
   - G. Vocabulary as introduced by text with particular interest given to English derivatives
3. The student can read and compose simple Latin sentences.

Level II

Basic Premises

1. The student learns to use the vocabulary and grammar aids in the back section of the text.
2. The student recognizes the essential style in which Latin prose is written.
3. The student is encouraged to read materials in addition to those in his text which pertain to Roman history and culture.

Desired Competencies at Completion of Level II

1. Improved ability to read Latin aloud
2. Additional uses of cases as introduced in text
3. Third declension noun and adjective endings
4. Pronouns as introduced by text
   (Probably personal and demonstrative, at least, but hopefully also relative, interrogative, and reflexive pronouns)
5. Comparison of adjectives and adverbs
6. Passive voice - all conjugations
7. Increased knowledge of Latin vocabulary and English derivatives
8. Ability to comprehend stories in Latin

Level III

Basic Premises

1. The student has been introduced to Latin literature

2. The student uses vocabulary, grammatical concepts, and forms which he has learned in Levels I and II.

Desired Competencies at Completion of Level III

1. Fluent oral reading
2. Fourth and Fifth declensions - noun spelling and vocabulary
3. Five infinitives of all conjugations
4. Participles of all conjugations
5. Irregular verbs - eo, fero, volo, nolo, malo
6. Indirect statements
7. Ablative absolutes
8. Subjunctives as introduced by text
9. Deponent verbs
10. Vocabulary as introduced by readings in the text
11. Comprehension of prose selections contained in text
12. Additional pronouns -- i.e. indefinite, intensive

Level IV

Basic Premises

1. The student reads Latin aloud correctly and demonstrates his ability to phrase and inflect what he is reading in accordance with the sense of what he is reading.
2. The text will offer selections from Cicero, Livy, Sallust, and other prose writers.
3. The student may, if his text so directs, begin to read Latin poetry.

Desired Competencies at Completion of Level IV

1. The knowledge of verb forms should now include, if it was not completed in Level III, gerunds, gerundives, deponent verbs, defective verbs, supines.
2. Versification techniques and figures of speech if poetry is read
3. Vocabulary now should be built around prefixes, suffixes, roots, compounds, words of similar, though not synonymous, meanings.
   (i.e., subtle differences between *neco*, *interficio*, *occido*,

trudico, all of which mean generally "kill."

Level V

Basic Premises

1. The student reads Latin poetry, particularly the *Aeneid*, as his text directs.
2. He is aware of Latin style as exemplified in the writing of several authors.
3. He is aware of the ways in which Roman society, culture, and contemporary history influenced its literature.

Desired Competencies at Completion of Level V

1. The student recognizes and analyzes the Latin words which he reads quickly and is then able to determine their function so that he reads without transferring the ideas into English.
2. Vocabulary building continues
3. The student can compose Latin sentences of considerable complexity.
4. The student is able to express ideas orally in Latin.
5. The student can recite Latin poetry with proper metrical rhythm.

PATTERN DRILLS

Transformational Method of Drills

I. Nominative - Change a sentence from active to passive:

T. Femina puerum vocat.	P. Puer a femina vocatur.
T. Femina pueros ducunt.	P. Pueri a feminis ducuntur.

II. Accusative - Change a sentence from passive to active:

T. Puer a femina laudatur.	P. Puerum femina laudat.
T. Pueri a feminis monentur.	P. Pueros feminae monent.
T. Puellae a pueris ducuntur.	P. Puellas pueri ducunt.

III. (Ablative - many ways) 1. Change sentence from active to passive:

T. Puella puerum amat.	P. A puella puer amatur.
T. Puellae pueros amant.	P. A puellis pueri amantur.
T. Feminae pueros amaverunt.	P. A feminis pueri amati sunt.

2. Use the prepositions "in" and "sub" in conjunction with the direction that the student is to indicate where the person or thing is at the present time.

T. Leo venit in silvam.	P. Leo nunc est in silva.
T. Liberi sub arborem cucurrunt.	P. Liberi nunc sunt sub arbore.

3. Use the ablative of comparison.

T. Pater mihi carior est quam vita.	P. Pater mihi carior est vita.
T. Dies est clarior quam nox.	P. Nocte dies est clarior.

4. Employ the ablative of respect.

T. Fortissimi omnium sunt.	P. Omnes fortitudine superant.
T. Optimi omnium sunt.	P. Omnes bonitate superant.

5. Use the ablative of accompaniment.

T. Puella et puer ambulant. P. Puella cum puero ambulat.
T. Miles et legatus veniunt. P. Miles cum legato venit.

6. Use the ablative of cause.

T. Propter victoriam puer gaudet. P. Puer victoria gaudet.
T. Ob mortem filii mater dolet. P. Mater morte filii dolet.

IV. Dative

1. Use the verb "habet" in the first sentence; instruct the students to change the construction to "est" and the dative in order to show possession.

T. Puella librum habet. P. Puellae est liber.
T. Pueri libros habent. P. Pueris sunt libri.

2. The construction "prope" and the accusative can be changed to "proximus" and the dative.

T. Puer prope fluvium erat. P. Puer fluvio proximus erat.
T. Pueri sunt prope fluvios. P. Pueri sunt fluviis proximi.

3. Use adjectives such as "amicus"

T. Rex est meus amicus. P. Rex est amicus mihi.
T. Est amicus militum. P. Est amicus militibus.

4. Use verbs that take their objects in dative.

T. Me adjuvat. P. Mihi auxiliatur.
T. Dux exercitum iubet. P. Dux exercitui imperat.

V. Genitive

1. Use a circumlocution and ask the students to use a verb whose object is the genitive case.

T. In memoria puellas habeo. P. Puellarum memini.
T. Debemus naves habere. P. Navium indigemus.

2. Use adjectives frequently.

T. Inter hos nautas fortissumus est.	P. Horum nautarum fortissimus est.
T. Vita multa pericula habet.	P. Vita est periculorum plena.
T. Dux pecuniam cupit.	P. Pecuniae cupidus est dux.

3. Use the predicate genitive to indicate that someone has a duty, right, or property. It can be used in conjunction with such verbs as "debeo."

T. Dux viros custodire debet.	P. Ducis est viros custodire.
T. Matres filias vocare debent.	P. Matrum est filias vocare.

4. The partitive genitive can be used effectively for drill.

T. Non omnes milites pugnabunt.	P. Pars militum pugnabit.
T. Non omnes legati redierunt.	P. Pars legatorum rediit.

5. The genitive of charge also provides material for drill.

T. Propter furtum puerum accusat.	P. Furti puerum accusat.

6. Participles provide means for drills.

T. Mater patriam amat.	P. Mater est amans patriae.

Other Nouns

1. Allow a student to go to the board and to write a sentence that contains a nominative. Send another student to change the sentence so that the nominative becomes an accusative; send another to transform the accusative to the ablative. Continue the process through the various cases and numbers.

Robertus est servus domini.
Robertum, servum domini, videmus.
A Roberto, servo domini, facinus factus est.
Roberto, servo domini, aquam portamus.
Roberti equus celeriter currit.

2. Give students several sentences and ask them to write out questions, that will elicit the words in the sentence.

Roberto, servo domini, facinus factus est.
Quid factum est?
A quo facinus factus est?
Cuius servus Robertus est?

Transformational Drills for Verbs

I. Give students a sentence in the present tense and tell them to transform the sentence into the imperfect if "heri" is used, into the future if "mox" is used, and into the perfect if "iam" is used.

T. Nunc puella puerum amat. Mox	P. Mox puella puerum amabit.
T. Nunc mater librum portat. Heri	P. Heri mater librum portabat.
T. Nunc Sextus est servus. Iam	P. Iam Sextus fuit servus.

II. Return to a reading previously studied in the present tense and have students re-write the reading changing all verbs to the imperfect, perfect, future, or whatever tense desired.

In Europa est Italia. Romani in Italia habitant.
Romani in Italia laborant. Romani sunt viri et feminae et liberi . . . .
In Europa erat Italia. Romani in Italia habitabant.
Romani in Italia laborabant. Romani erant viri et feminae et liberi . . . .

III. Just as questions were used to elicit the various cases of nouns and their functions, so various expressions may be used to elicit the verb in any tense desired.

Romani hostes pugnant.
The singular or plural of any tense of the indicative can be elicited by using "Quid agit," "quid agebat," "quid aget." The passive forms can be elicited by using "quid patitur," "Quid patiebantur," "quid patietur."

IV. Give students the direction "Dic Aliter Latine" and then give them a sentence.

T. Puer puellam narraturus est.	P. Puer puellam narrabit.
T. Ego dona legionibus datura sum.	P. Ego dona legionibus dabo.

I. Give students sentences containing a noun modified by a perfect passive participle, and the directions "Dic Aliter Latine."

T. Oppidum captum est magnum.	P. Oppidum, quod captum est, est magnum.
T. Puerum e regno ejectum petivi.	P. Puerum, qui e regno ejectus est, petiri.
T. Copias a Jasone paratas in navem posui.	P. Copias, quas Jason paravit, in navem posui.
T. Navibus aedificatis legatus rediit.	P. Ubi naves aedificatae sunt, legatus rediit.
T. Exercitibus visis, milites impetum fecerunt.	P. Postquam exercitus viderunt, milites impetum fecerunt.

II. Give students sentences containing a participle construction and tell them to change the construction to a subordinate clause.

T. Pugnans occisus est.	P. Dum pugnat, occisus est.
T. Militem, dum proficiscitur, necaverunt.	P. Militem proficiscentem necaverunt.
T. Gallis captis frumentum dederunt.	P. Gallis quos ceperunt frumentum dederunt.

III. Give students examples for drill on the future active participle.

T. Paulo antequam mortuus est, haec dixit.	P. Moriturus haec dixit.
T. Militem antequam abire potuit necaverunt	P. Militem iturum necaverunt.

IV. Choose a reading with which the students are familiar and ask them to rewrite it using subordinate clauses wherever possible.

QUESTIONING AND GRAMMAR,

The teacher must rely largely on questions to assure himself that the students comprehend the text. The formation of questions is not always easy. Instead of asking for the formal grammar, the questions properly worded will indicate whether the student has understood the grammar involved. The following questions are suggested.

THE NOMINATIVE

masculine and feminine — quis? qui? quae? neuter — quid? quae res?

THE VOCATIVE

Quis appellatur?

THE ACCUSATIVE

masculine and feminine	quem? quos? quas?
neuter	quid? quae?
accusative of specification	quo in respectu?
accusative of extent of time	Quam diu? Quam diu pugnavit? Duas horas.
accusative of extent of space	Quam longe? Quam longe dux abest? Sex milia passuum.

THE ABLATIVE CASE

With prepositions

Cum duce venit.	Accompaniment	Quocum venit?
Magna cum voluptate servatur.	Manner	Quomodo servatur?
In oppido est.	Place-where	Quo in loco est? Ubi?
Ex templo venit?	Place-from-which	Quo ex loco venit? Unde?
De monte descendit.	Place-from-which	Quo de loco descendit? Unde?
Coram rege locutus est.	Ablative with prep.	Quo in loco locutus est?
Sine sociis revenit.	Ablative with Prep.	Quomodo revenit? Sine quibus?
Pro cive se gessit.	Ablative with prep.	Quomodo se gessit?
Sub monte est urbs	Place-where	Quo in loco est urbs? Ubi?
Mater a puero defenditur.	Agent	A quo mater defenditur?

Without prepositions

QUOMODO?	MORE SPECIFIC QUESTIONS	
Gladio se defendit.	Means, instrument	Quo auxilio?
Magna voluptate servamur.	Manner	Quomodo servamur?
Legibus inter se differunt.	Respect	Quo in respectu?
Metu me liberavit.	Separation	A qua re? Quomodo se nunc habet?
Multo melior est.	Degree of difference	Quanto melior est?
Laude dignus est.	Abl. of adjectives	Quo in respectu?
Patria mihi vita carior est.	Abl. of comparison	Quomodo amas patriam?
Officio fungor.	Abl. with verbs	Quo auxilio?
QUANDO?		
Hora tertia venit.	Time when	Quota hora venit?
Quinque diebus veniet.	Time within-which	Intra quot dies?
CUR?		
Hac victoria gaudeo.	Abl. w.v. of emotion	Quam ob causam?
Morte ejus doleo.	Abl. of cause	Quam ob causam?
QUALIS?		
Vir magno corpore erat.	Abl. of description	Quale corpus habet?

THE DATIVE CASE

If a form can be either ablative or dative and it does not readily answer to the questions, the student can assume that it will answer the question about eighty-five percent of the time. Rarely will the dative answer the questions: cui, a quo, quo proposito, quo.

CUI?

Mihi est gladius.	Possession	Quis gladium habet?
Tibi crimen impunitum fuit.	Reference	
Mihi misit eum auxilio.	Reference with purpose	quo proposito? quo consilio?
Mihi dat gladium.	Indirect object	Quis gladium accipit?
Per me tibi obstiti.	Dative with compound verbs	
Tibi noceo	Dative with object	
Tibi gratulor.	Dative with deponents	
Mortem consuli minatur.	Dative with transitive verbs	
Nemini licet peccare.	Dative with impersonal verbs	
Haec lux est tibi iucunda.	Dative with adjectives	
Urbs haec tibi idonea est.	Dative with adjectives	

A QUO?

Illi nobis vincendi sunt?	Agent with gerundive	A quo debent illi vinci?
Consuli pugnatum est.	Dative with participle	
Mihi timorem eripe.	Dative of separation	

QUO PROPOSITO?

Misit milites auxilio.	Purpose

QUO?

It clamor caelo	Limit of motion

THE GENITIVE CASE

CUJUS?

Vox veritatis non auditur.	Explanatory or limiting	
Filius regis occisus est.	Possession	
Timor populi magnus erat.	Subjective genitive	Qui timebant?
Timor populi ducem terret.	Objective genitive	Quam rem dux timet?
Unus eorum te in senatu vidit.	Adjective used as a noun	
Caedis obliviscor	Object of a verb	
Omnium interest valere.	Impersonal verb	
Taedet me vitae meae.	Transitive impersonal verb	
Inertiae me condemno.	Genitive of the charge	
Studiosus omnium est.	Genitive with adjectives	
Scimus quid consilii ceperis	Partitive	
Satis audaciae in te est.	Adjective used as a noun	

QUALIS?

Fossa viginti pedum est hic.	Description

QUANTI?

Magni te aestimat	Indefinite value.
Vendidit domum pluris	Indifinite price.

QUO IN LOCO?

Romae vivunt multi.	Locative

Adverbial purpose clauses: quo consilio, quo proposite; result clases; quid sequitur? temporal clauses: quando; causal: quare, qua de causa; concessive clauses: quo concesso? size: quantus; how often: quotiens?; which of two: uter: etc.

LEVELS OF LATIN READING

The textbooks used by the individual teachers will determine the selections which will be read in the classroom. However, since all the selections in the textbook cannot possibly be covered in one year, the following suggestions may be helpful.

The levels referred to in this unit are based on the years of Latin study rather than levels of competencies as in the preceding unit. The selection of materials will also depend on the number of years of Latin offered in a particular school. In schools where only three years of Latin will be offered, the teacher may wish to combine the materials in Level III and Level IV. If four years are offered, the teacher may prefer to concentrate on prose writers in Level III and poets in Level IV. The following suggested readings are based on prose in Level III and poetry in Level IV; however, many third year books include Ovid. Other suggested readings may be found in the cultural syllabus in the following unit:

Level I (First Year).

Selections in this level will possibly be stories from Roman history and mythology in a simplified form.

Level II (Second Year)

Most textbooks in second year courses will include selections from Caesar. Although the course should not be predominantly Caesar, it seems practical that a student should have an acquaintance with the Gallic and Civil Wars. It is recommended that a student read at least one campaign in full from the Gallic Wars: Helvetain Campaign, German Threat to Rome, First Expedition into Britain, and possibly the Customs of the Gauls and Germans. Suggested readings: selections from Livy, Nepos, Gellius, Eutropius, Erasmus, Medieval Latin (Te Deum, Dies Irae) fables of Phaedrus, letters of Pliny the Younger.
Recommended readers:
Beuhner's Intermediate Latin Reader from Andover Latin Series contains selections from Eutropius, Nepos, Livy, Erasmus, and Caesar. It may be used at the end of the second year. It was

designed to offer the desired breadth of experience to those who plan to take only two years of Latin, and to bridge the gap for those who plan to read Cicero and Vergil.

Scott, Foresman has published two intermediate rapid readers in paperbacks — *Latin Readings and More Latin Readings* — designed to give the student a glimpse of the long history, great variety, and worth of Latin literature. The selections range from the first century B. C. through the seventeenth century. These may be used after subjunctive constructions, gerunds, and gerundives have been studied. The format is unique and should prove interesting to the high school student.

Level III (Third Year)

(It is not intended, nor would it be possible, for third year students to read all of the selections listed below. A wide selection of authors and works has been included so that teachers may choose those which are best suited to their individual backgrounds and preferences and to the type of student involved, as well as to the reading materials available. When only a portion of a selection is read in Latin, it is recommended that students read the remainder of the work in translation in order to have the necessary background and appreciation of the work).

I. Sallust: War with Catiline

II. Cicero
    A. Letters
    B. Essays
        1. De Amicitia
        2. De Senectute
        3. De Oratore
        4. De Finibus
        5. De Natura Deorum
        6. De Officiis
        7. Disputationes Tusculanae
    C. Orations
        1. Four orations against Catiline
        2. The speech on Pompey's Commission or the Manilian Law
        3. The Defense of Archias
        4. The Case of Verres

III. Rapid Reading Selections
  A. Latin Readings by Gertrude Drake (Scott, Foresman Co.)
  B. More Latin Readings by Gertrude Drake (Scott, Foresman Co.)

IV. Roman Drama
  A. Plautus: Captivi, Mostellaria, Curculio, Menaechmi
  B. Terence: Phormio, Adelphi

V. Miscellaneous Readings
  A. Patristic Literature
    1. St. Jerome: Vulgate
    2. St. Augustine: Confessions
  B. Carmina Burana
  C. Petronius: Trimalchio's Dinner (Satyricon)
  D. Medieval Latin
  E. Apuleius: Cupid and Psyche (The Golden Ass) (could be read at end of Level II)

(Some of the above selections will need to be heavily annotated by the teacher).

RHETORICAL FIGURES

(The figures of speech listed below are the most important ones used by Cicero)

1. Alliteration
2. Anaphora
3. Antithesis
4. Chiasmus
5. Climax
6. Hyperbole
7. Irony
8. Metaphor
9. Metonymy
10. Personification
11. Preterition
12. Simile
13. Synechdoche
14. Symmetry
15. Triad
16. Wordplay

TRANSITIONAL WORDS AND PHRASES

Listed below are the most common words and phrases which

Cicero uses to tie his sentences together:

1. age nunc . . . come now
2. age vero . . . well, then
3. denique . . . in short, in a word
4. hic (adv.) in view of this, under these circumstances
5. iam tum . . . even then
6. iam vero . . . moreover
7. igitur . . . then, as I was saying
8. Itaque . . . accordingly
9. nam . . . for
10. ne longum sit . . . to be brief
11. nunc . . . as it is
12. nunc vero . . . but, as it is
13. postremo . . . finally, at last
14. quae cum ita sint . . . and since this is so
15. quam ob rem . . . and for this reason, therefore
16. quamquam . . . and yet, however
17. quare . . . and for that reason
18. quid . . . tell me again
19. quid igitur . . . what then
20. quid quod . . . what of the fact that
21. quid vero . . . what is more, furthermore
22. quod si . . . but if
23. sin autem . . . but if, on the other hand
24. etenim . . . for, you see

LEVEL IV. (Fourth Year)

I. Vergils' *Aeneid*

- A. Purpose -- as a national epic
    - 1. National element
    - 2. Personal element
    - 3. Religious element
- B. Sources --- (Homer's *Iliad* and *Odyssey*)
- C. Vergil's fame and influence on literature
- D. Trojan War and events leading up to it
- E. Recommended Reading: Books I, II, IV, VI. Books not read in Latin should be read in English

II. Selections from the *Eclogues* and *Georgics*

III. Catullus---selections

IV. Horace---selections from odes, epodes, satires, epistles

V. Martial---epigrams

VI. Juvenal---satires

VII. Supplementary Reading
    A. Homer's *Iliad*
    B. Homer's *Odyssey*
    C. Ernle Bradford's *Ulysses Found*
    D. Stanford's *The Ulysses Theme*
    E. Dante's "Inferno" *(Divine Comedy)*...suggested reading with Book VI of the *Aeneid*

METRICAL READING

In the study of Latin poetry, it is important that students learn to read aloud metrically. Some time should be spent on meter. Most textbooks of poetry contain the rules for scansion. An excellent aid in the study of dactylic hexameter is a tape by Edith M. A. Kovach which may be obtained from the American Classical League Service Bureau.

CULTURAL SYLLABUS

Level I

I. Main Periods of Roman History (18 weeks)

- A. Monarchy
  1. The Founding of Rome and the Establishment of Latium
  2. The most important of the Seven Kings
  3. Roman Government
  4. Consult:
     - a. Rostovtzeff, Mikhail. *Rome*-Oxford
     - b. Duggan, Alfred. *Children of the Wolf*- Ace
     - c. Ferrero and Barbagallo. *A Short History of Rome*: Monarchy and Republic — G. P. Putnam's Sons
     - d. Kennedy and White. *S.P.Q.R.: The History and Social Life of Ancient Rome*- St. Martin's Press
     - e. Heichelheim and Yeo, *History of the Roman People*- Prentice Hall, Inc.
- B. Republic
  1. Major Geographical Conquests
  2. Most Important Rulers
     - a. Gracchi Brothers
     - b. Marius
     - c. Sulla
     - d. Pompey
     - e. First Triumvirate
     - f. Julius Caesar
     - g. Second Triumvirate
  3. Government Reforms
  4. Consult:
     - a. Hamilton, Edith. *The Roman Way*
     - b. Grant, Michael. *The World of Rome*
     - c. Treble and King. *Everyday Life in Rome in The Time of Caesar and Cicero* - Oxford
     - d. White and Kennedy. *Roman History, Life, and Literature.* - St. Martin's Press
     - e. Scullard, H. H. *From the Gracchi to Nero: A History of Rome from 133 B.C. to A.D. 68.*
     - f. Holmes, T. R. *The Roman Republic and the*

        Founder of the Roman Empire- Oxford.
    g. Robinson. *Apollo History of the Roman Republic*- Crowell

C. The Empire
  1. Major Rulers
    a. Augustus Caesar
    b. Claudius
    c. Nero
    d. Trajan
    e. Hadrian
    f. Marcus Aurelius
    g. Diocletian
    h. Constantine
  2. Government Practices
  3. Influences of "The Fall"
  4. Consult:
    a. Gibbon, E. *The Decline and Fall of the Roman Empire*
    b. Charlesworth. *The Roman Empire*-Oxford
    c. Ferrero and Barbagallo. A Short History of Rome: Empire 44 B.C. - 476 A.D. G. P. Putnam's Sons
    d. Henderson, B. W. *Five Roman Emperors*- London
    e. Marsh, B. *The Founding of the Roman Empire.* Oxford

II. Roman Civilization (18 weeks)

A. Classes of Society
  1. Memberships
  2. Responsibilities
  3. Privileges
B. Family Life
  1. Names and Births
  2. Education
  3. Dress
  4. House
  5. Meals
  6. Amusements and Recreation
C. Religion
  1. Major Gods and Goddesses
  2. Realms and symbols

D. Consult:
  1. Carcopino, Jerome. *Daily Life in Ancient Rome*
  2. Cowell, F. R. *Everyday Life in Ancient Rome*
  3. National Geographic Society. *Everyday Life in Ancient Times*

The first level should concentrate primarily on the history and art of Rome. A brief mention of gods and goddesses is desirable, but that study should, for the most part, be left to the upper levels. Prominent abbreviations, phrases, and terms used in various occupational areas should begin on the first level. The American Classical League offers a number of very fine mimeographs covering these topics.

Level II

I. Man and His Religion (Mythology) First and Second Quarters

  A. What is Mythology?
  B. Of what does Mythology consist?
  C. Greek and Roman Deities
    1. Similarities
    2. Differences

  D. How do the Greek and Roman Myths differ from the Norse Myths or from the Oriental Myths?
  E. The Greek and Roman Myths in the English Language and in English Literature
  F. Other areas of life influenced by Mythology
  G. Work to be studied: Selections from
    1. Dares Phrygius - *Historiae de Excidio Troiae* 1st Century A.D.
    2. Dictys Cretoniis - *Emphemeris Belli Troiani* - 2nd Century
    3. Ovid-*Metamorphoses*- 1st Century B.C.
    4. Apuleius - *Metamorphoses: The Golden Ass* - 2nd Century A.D.
    5. St. Jerome - *Vulgate*

  H. Works to be consulted
    1. Edith Hamilton - *Mythology*

    2. Sir James Frazer - *The Golden Bough*
    3. H. J. Rose - *Handbook of Greek Mythology*
    4. Michael Grant - *Myths of the Greeks and Romans*
    5. Robert Graves - *Greek Gods and Heroes*
    6. Max Herzberg - *Myths and Their Meanings*

II. Man versus Man (History) Second and Third Quarters

  A. History of Rome, primarily second century B.C. through second century A.D.
  B. Armed Forces and War Tactics
  C. The Punic Wars
  D. The Gallic Wars
  E. Works to be read: Selections from

    1. Julius Caesar - *De Bello Gallico*
    2. Nepos - *De Viris Illustribus*
    3. Livy - *Ab Urbe Condita*
    4. Tacitus - *Historiae*

  F. Works to be consulted:

    1. Edward Gibbon - *The Decline and Fall of the Roman Empire*
    2. Michael Grant - *The World of Rome*
    3. Edith Hamilton - *The Roman Way*

III. Man and His Society and Morality (Third and Fourth Quarters)

  A. The Roman Writers' Views of Man
  B. The Culture of the Romans
  C. The Civilization of the Romans
  D. The Morality of the Romans
  E. The Sociological Influence of Rome on Today's Society
  F. Works to be read: Selections

    1. Phaedrus - Fables
    2. Apuleius - *Cupid and Psyche*
    3. Ovid - *Ars Amatoris*
    4. Varro - *Rerum Rusticarum*
    5. Tacitus - *Annals*

During the course of Level II, students should keep a notebook including the following sections: assignment, vocabulary, grammar study, derivative and etymological studies, Graeco-Roman mythology, Graeco-Roman history and culture, Graeco-Roman literature, quotations and mottoes in Latin, miscellaneous (film reviews, etc.) any proper name of a person, place, or thing that has any connection with "Life, Literature and Language of the Romans".

In connection with the Unit "Man and His Religion," students should read Edith Hamilton's *Mythology* summarizing each story briefly. Also, students should keep a list of English words and their definitions derived from mythological sources, a list of language literary references, poems, quotations, prose, etc., telling the source, use, and explanation of allusions and their effects.

In conjunction with the unit "Man versus Man," students should read and report on a historical novel laid in classical times, preferably with a Roman background. An historical novel emphasizes a period of time and motivates the student to identify with the specific period and to acquire a better concept of the whole era.

The book report might follow this outline:

I. List the information used, or the references made, or the examples used of the following: the historical events and actual people and/or Roman legends; the Latin language, the Roman social life and customs; Roman religion and/or mythology.

II. A brief summary of the story

III. The credentials of the author to write a book with a Roman historical background

IV. The student's personal evaluation based on the Roman background it presents, the author's ability to hold his reader's interest, and the book's value to the reader

In conjunction with the Units "Man versus Man" and "Man and His Society and Morality," students are to become acquainted with some of the nonfiction material in the libraries about the life, literature, and language of the Romans. The objective of this assignment is to emphasize that Roman culture and language have interested scholars more than any other period of history.

Level III

I. The Roman and His World

- A. Review of Mythology
  such as Dares Phrygius - *Historiae de Excidio Troiae, 1st* Century B.C.
- B. The Romans' Intellectual View of the World
- C. The Basic Principles of Epicurean and Stoic Philosophy in Contrast with Existentialist Philosophy
  1. Plato — Phaedo
  2. Aristotle — De Anima
  3. Lucretius — De Rerum Natura
  4. Cicero — De Finibus Bonorum et Malorum
     De Natura Deorum
     De Senectute
  5. Camus — The Myth of Sisyphus
     The Stranger
  6. Seneca's *Letters*
  7. Martial's *Epigrams*
- D. Historical Background and Ciceronian Era
  1. Cicero's Letters and Catilinarians
  2. John F. Kennedy's *Inaugural Address*
  3. Livy
- E. Works to be Consulted
  1. Plutarch — *Life of Cicero*
  2. Haskell — *This is Cicero*
  3. Caldwell's *Pillar of Iron*
  4. Tibault — *The Mystery of Ovid's Exile*
  5. Bovie — *Nine Orations* and *The Dream of Scipio*
  6. Hadas — *The Stoic Philosophy of Seneca*
  7. Duff — *A Literary History of Rome*
  8. Allen — *From Plato to Neitzche*
  9. Hyde — *The Five Great Philosophies of Life*
  10. Graves — *The Siege and Fall of Troy*

II. The Roman World

A. Society — Possible selections from:
   1. Ovid—*Ars Amatoria* and *Remedeorium Amoris*
   2. Landers, Anne Advice to Teenagers (compare with Ovid's advice)
   3. Juvenal—*Satires*
   4. Petronius—*Satyricon*
   5. St. Augustine—*Confessions*
   6. St. Jerome—*Vulgate*
   7. St. Ambrose—*De Officiis*

B. Religion and Mythology Possible selections from:
   1. Ovid—*Metamorphoses*
   2. Apuleius—*Metamorphoses:* The Golden Ass
   3. Marci Hieronymi Vida—*Christiados*
   4. St. Augustine—*De Civitate Dei*
   5. St. Jerome—*Vulgate*

C. Theater - Possible selections from:
   1. Plautus—*Menaechmi; Amphitryon*
   2. Terence—*Andria*
   3. Rosurtha—*Dulcitius*

D. Works to be Consulted
   1. Highet, Gilbert—*The Anatomy of Satire*
   2. Reinhold—*Classical Drama.* Barron's Educational Service
   3. Allen—*Stage Antiquities of the Greeks and Romans and Their Influences*
   4. Hadas—*Introduction of Classical Drama*. Bantam
   5. Lauter, ed—*Theories of Comedy.* Doubleday
   6. Nietzsche—*The Birth of Tragedy and the Genealogy of Morals.* Doubleday
   7. Norwood—*Greek Comedy.* Hill and Wang
   8. Lindsay—*Ribaldry of Ancient Rome.* Frederick Ungar Publishing Co.
   9. Lieberman, S. —*Roman Drama* Bantam Books

The primary goal of Level III is an extensive study of Roman culture constantly being compared with modern times, particularly in the areas of religion, oratory, and philosophy. While a study of Cicero is very important in Level III, selections should not be limited to his Catalinarian orations only. Students find Cicero more exciting and interesting when his works are studied along with addresses by Abraham Lincoln and John F. Kennedy. Students are able to see Cicero's influence throughout history.

The study of Greek and Roman philosophies becomes exciting and relevant when compared and contrasted with twentieth century Existentialist Philosophy. Students are fascinated by comparing Plato's, Aristotle's, Lucretius', and Cicero's theories of immortality and Camus' theory of rejecting anything his senses could not grasp. A further comparison of Camus' philosophy of death with Seneca's and Martial's idea provides an interesting transition to the study of Roman society and morals.

In the discussion of society and morals, religion cannot be overlooked. Consequently, the movement into the study of religion and mythology is natural and unforced.

A study of the theater and the contributions to it by the Greeks and Romans concludes the literary studies of Level III. The reading of Greek and Roman plays serves to combine, summarize and synthesize the various areas of cultural study.

Level IV

A Study Plan for *The Aeneid* from the Standpoint of The Humanities

I. The Augustan Age

The study of *The Aeneid* should begin with a survey of The Augustan Age and particularly with a scrutiny of Augustus himself, a remarkable emperor who brought order out of the chaos of a horrible and devastating Civil War. Augustus was one of the world's geniuses as an administrator, and the force of his genius established peace on this earth for over a hundred years.

Because of his influence all the arts flourished. We read how "Augustus found Rome a city of bricks and left it a city of marble." Other arts as well as architecture benefited from his favorable attitude toward the arts.

Writers found the Augustan Age a good climate for creativity. Wealthy patrons such as Maecenas encouraged writers with friendship and money to make it possible for authors to write.

II. Vergil

Here a study of Vergil could be introduced. A young man, reared in Northern Italy in an agricultural setting, begins to write about the subjects he knows best: the rustic arts of vine-growing, bee culture, and sheep and cattle raising. He writes with such sensitivity that his words begin to receive recognition even in the sophisticated circles of intellectual Romans. Eventually he is drawn to the vortex of civilization at that time, the city of Rome. He becomes a part of the creative thinkers there and comes to the attention of Augustus. Whether Augustus suggested or assigned to him the task of producing an epic equal to those of Homer, *The Iliad* and *The Odyssey*, we cannot prove, but Vergil did address himself to this awesome task until he died, presumably so unhappy with what he had done that he requested the work to be destroyed.

III. The Pattern Vergil attempted to follow:

Here it would be well to show that *The Aeneid* is a literary epic which follows a pattern of epic conventions established by Greek writers. So it was that Virgil, using Roman material instead of Greek, would develop his epic in the framework of twelve books using in the first six the theme of Wandering as was used by Homer in *The Odyssey* and in the last six books, using the theme of War as was used by Homer in *The Iliad*, and in this framework following the "epic conventions" Homer has used in his epics.

The "epic conventions" should be introduced and explained at this period as the guidelines Homer used in his epics:

The Epic Conventions

1. Statement of the theme-the introduction serves as a topic sentence.
2. Invocation to the gods-the writer invokes the Muse of

Epic Poetry.

3. Participation of the gods - since one of the purposes of an epic is to demonstrate men's relationship to a deity, gods participate in the action.
4. Repetition of epithets - a favorite descriptive adjective or phrase is used repeatedly with mortal and immortal figures - "Wily Odysseus," "Hera of the white arms," "Rosy-fingered Dawn."
5. Elevated style - the diction is dignified and lofty to match the action and the characters.
6. Hero - the hero is always courageous and represents the qualities admired by people in his country.
7. Length - all epics are relatively long to develop the grand ideas and action of the narrative. Homer runs to 14,000 lines.
8. Narration in third person - the story itself is in third person but there are frequent monologues and dialogues used.
9. The extended simile - A long involved simile is used as an embellishment in epics rather than a simple comparison on the formula "Just as----------just so, etc."
10. "In Medias Res" - the action begins in the middle of things. Flashbacks are used to tell what went before. The action of the story itself may not happen over a very long time.
11. Meter - the dactylic hexameter pattern is used in both Greek and Roman epics.

IV. The Greek Education of Roman Students

Every evidence we have shows that the well educated Romans were taught (1) as children by well-educated Greek slaves, (2) as young men by Greek teachers in Athens.

Their curriculum consisted of the study of Greek authors, poets, dramatists, philosophers and historians. It is because of this continuum that we have inherited Greek enlightenment by way of the Romans.

V. An intensive study of The Trojan War should begin here.

1. A simple overall story of the war should be read which presents a chronological narrative of the events

beginning with the wedding of Thetis. Hamilton's *Mythology* or any good mythology should contain the story.

2. A review of the major gods and goddesses should be made showing how they allied themselves to the Greek or Trojan cause with Zeus playing the part of neutrality.
3. A thorough reading of a good verse translation of *The Iliad*, preferably the marvelous translation by Richard Lattimore, would be delightful to read here. The way the epic conventions are used in *The Iliad* should be pointed out from the first invocation to the muse to the funerals of Patroclus and Hector at the end of the book which do not complete the story of the Trojan War.
4. Ideally *The Iliad* could be followed by a reading of *The Odyssey*, preferably the translation by Robert Fitzgerald again pointing out the clever involvement of the story by the use of the epic conventions.

VI. Before reading *The Aeneid*

A study of the change of the Greek gods and goddesses to the Roman ones involving Roman names and Roman characteristics should be noted. The unimportant Greek Ares becoming the very important Roman Mars needs to be pointed out, as well as the intense jealousy between Venus and Juno. The historical enmity between Carthage and Rome which resulted in three Punic Wars should be stressed as a background for the story.

VII. (Optional) Perhaps before beginning the actual translation of *The Aeneid* a good translation of the entire twelve books should be read. One of the best is C. Day Lewis's translation.

VIII. Reading, Translating and Understanding *The Aeneid*, book by book.

1. A thorough study of scansion should be made so that much of it can be read aloud.

2. Book I plunges into the wandering theme after the introduction wherein the poet Vergil invokes the Muse to sing through him the misfortunes of Aeneas and plunges the reader "in medias res."

Book II uses the flashback method to explain to us what actually happened to end the war with the fabrication of the horse, the treachery of Sinon, the burning of the city, the killing of Priam and the eventual departure of Aeneas with Anchises and Ascanius.

Book III continues with the futile searching for a new place to establish the survivors, the death of Anchises, the storm at sea, and the eventual landing on the coast of North Africa.

Book IV comes back to the actual narration of the story. (Note: "the flashback" which Aeneas told at the banquet given by Dido to honor him corresponds to the flashback Odysseus uses to tell of his many adventures at a banquet given by Alcinuous). The collusion between Juno and Venus to agree on marriage arrangements following the shooting of Dido by Cupid's arrow, the ill-fated, one-sided love affair, the hurried departure of Aeneas, and the eventual suicide of Dido.

Book V. The Trojans proceed to Sicily where funeral rites for Anchises are held, afterwards celebrated by the funeral games during which the women set fire to some of the ships, but the fires are quenched by Jupiter's rain. A vision of Anchises advises Aeneas to proceed to Italy with the choicest people, leaving the others to settle in Sicily.

Book VI. This book mainly concerns Aeneas's visit to the Underworld with the magic golden bough which enables him to make the awesome trip. He sees there a number of persons including Dido, who turns away from him, and Anchises.

Since the sixth book of *The Aeneid* presents a concept of Hell, it would be in keeping to read Dante's *Inferno* here. Dante's guide through both *The Inferno* and *The Purgatorio* is Vergil. In fact Vergil is the most beloved and respected Roman author of the Medieval Period.

Since six books are all that are usually translated by high schools, the remaining six books should be read in translation. If they are, connections should be made with the legends of early Rome that the students have been reading in the previous years of Latin study. Mythological references should be studied and a review of Livy's *History* would make a good tie-in with other Roman literature.

HISTORY OF CLASSICAL LITERATURE

Introduction

The question of whether our emphasis should be on teaching Latin or the classics has come in for a great deal of debate among classical scholars. According to Gerald Else of the University of Michigan, "Our situation, our dilemma is that the role of the classics in present-day American life is almost nil, while their relevance is enormous. I may be unduly pessimistic, but I think that traditional Latin, taught in the traditional way, and presented for the traditional reasons, is in for more trouble still in the future."

Many recommendations are being made by classicists on the best way to handle our dilemma. Some feel that we must shift our emphasis toward the humanistic approach to the classics. Others feel it is possible to continue instruction in the basic fundamentals of teaching Latin and at the same time put increased emphasis on the classics in terms of content and relevance. It might be well for Latin teachers to give some thought to the following statements made by John E. Rexine of Colgate University.

> "The classics in education as a legitimate field for human development would not only be classical historically, but would command attention and respect as a powerful force in education. Classical civilization (both Greek and Latin), archaeology, art. ancient science, philosophy, mythology, history (with much more made of Helenic and Roman influences in African and Asiatic lands), and religion need to be integrated into a program that relates to areas and institutions that are of interest and value in today's world. If classicists are the true heirs of classical humanism, they will show their colleagues and students that Greece and Rome do matter.
>
> Serious consideration must be given to programs that will integrate the classical languages into more socially-oriented curricula that will capitalize upon the literary, historical, political, artistic, and scientific experience of the ancients."

Many high schools have added a course in humanities to their curriculum. Who is better prepared to teach the classical literature than the Latin teacher? A teacher who does not take advantage of this situation may well be missing the opportunity of interesting more students in the study of the classical language. A course in this area of the humanities might well be based on the following outlines of Latin and Greek literature. Only those works of classical authors which have humanistic values should be included for study in depth.

There are many excellent tapes, records, and films listed in the section on Audio-Visual Materials which could be used to implement the course. The Encyclopaedia Britanica Educational Corporation has an excellent series of films listed under the "humanities" which can be either bought or rented.

If students can be exposed to some of the classics which stimulate their thinking on basic problems of human existence and develop an awareness that the classical civilization produced some of the greatest literature that has ever been written, then they may gain an understanding of the debt of our own civilization to that of classical antiquity and an appreciation of the heritage of mankind. Perhaps, then, we may gain some converts to our cause.

OUTLINE OF LITERARY HISTORY OF GREECE

I. Age of Epic Poetry--c. 900-700 B.C.
In the eighth and ninth centuries B.C., the tribal leaders turned to legends of the preceding centuries by patronizing bards who recited tales of the great men of the past. This type of orally transmitted literature became the basis of Homer's poems and other heroic literature written during this period. The two best known writers of this era were Homer and Hesiod.

Homer: *Iliad; Odyssey*
Hesiod: *The Theogony* (genealogy of the gods); *Works and Days*

II. Age of Lyric Poetry---c. 700-450 B.C.
Elegiac, iambic, and melic were the types of lyric poetry. Writers of this period were Archilochus of Pares, Tyrtaeus of Sparta, Solon of Athens, Alcman of Sparta, Alcaeus of Lesbos, Sappho of Lesbos, Anacreon of Teos, Simonides of Ceos, Pindar of Thebes, and Callinus of Ephesus. Sappho and Pindar were the only poets of any significance in this era.

Sappho: *Poems of Sappho*
Pindar: *First Olympian Ode*

III. The Attic Age---c. 500-323 B.C. (461-429 B.C.)
461-429 B.C. is known as the Golden Age of Pericles --- an era of unparalleled prosperity, influence, and cultural development. This was the era of most of the illustrious Greek authors: Herodotus, Thucydides; and Xenophon in history; Demosthenes in oratory; Plato and Aristotle in philosophy.

HISTORY:
Herodotus: *The History* (father of history and first great prose writer)
Thucydides: *History of the Peloponnesian War* (world's first critical historian)
Xenophon: *Dialogues* (dialogues of Socrates); *The Anabasis; Hellenica;* (historian, soldier, associate of Socrates)

DRAMA: Writers of tragedy
Aeschylus: *Prometheus; The Suppliants; The Persians; Eumenides; Agamemnon; Libation Bearers; The Seven*

Against Thebes

Sophocles (most successful Greek dramatist): *Oedipus Rex; Oedipus at Colonus; Antigone; Ajax; Philoctetes: Electra; Women of Trachis*

Euripides: *Alcestis; Andromache; Bacchae; Cyclops; Electra; Hecuba; Helen; Mad Hercules; Children of Hercules; Hippolytus; Ion; Iphigenia among the Taurians; Iphigenia at Aulis; Orestes; Medea* (masterpiece); *Phoenician Women; Suppliants; Trojan Women*

COMEDY:

Aristophanes: *Archarnians; Knights; Clouds; Wasps; Peace; Birds; Lysistrata; Frogs; Plutus; Thesmophoriazusae; Ecclesiazusae;*

Meander: (most famous Greek writer of New Comedy): *The Curmudgeon; Arbitration*

PHILOSOPHY:

(Socrates wrote nothing; his thinking is known through the work of his disciples, Plato and Xenophon.)

Plato: (most of his works are philosophic dialogues); *Apology; Alcibiades; Crito; Phaedo; Republic; Phaedrus; Symposium; Sophist.*

Aristotle: *Treatises on Logic; Nicomachean Ethics; Poetics; The Instrument; On the Soul; Rhetoric.*

ORATORY:

Demosthenes: *On the Crown; Three Philippics; Three Olynthiacs; For the Rhodians.*

IV. The Alexandrian Period—c. 323-146 B.C.

With the death of Aristotle in 322 B.C., the great age of Greek literature came to a close. Some literary activity continued in Greece, but most of it shifted to Alexandria. There was great learning, but little genius. Literature was produced for a small sophisticated group and not for mankind in general. Theophrastus of Lesbos and Theocritus of Syracuse were the best-known writers of this period. The greatest contribution of this era was the founding of the Stoic school of philosophy by Zeno and the Epicurean school of philosophy by Epicurus.

Theophrastus of Lesbos: *Characters.*
History of Plants; Theoretical Botany
Theocritus of Syracuse: *Epigrams and Idyls*

V. The Roman Period---c. 146 B.C.---529 A.D.

Comparatively little of importance was written during this period. There was no significant poetry, and there were only a few prose writers of the first rank. The prose was historical, biographical, philosophical, satirical, or critical. Writers of history were Polybius and Josephus; biography, Plutarch; philosophy, Marcus Aurelius Antoninus and Plotinus; satire, Lucian; literary criticism, Longinus. Rome finished its conquest of Greece in 146 B.C. with the fall of Corinth. History from that date on is Roman rather than Greek. Justinian's suppression of the pagan schools of philosophy marks an end to ancient Greek literature.

Polybius of Megalopolis: *Universal History*
Josephus of Jerusalem: *History of the Jewish War:*
The Early History of Judea
Plutarch of Chaeronea: *Parallel Lives*
Marcus Aurelius Antoninus: *Meditations*
Plotinus of Lycopolis: *Enneads (Nines)*
54 books on *Neoplatonism*
Lucian of Samosata: *Dialogues of the Gods;*
Dialogues of the Dead; How to Write History;
The True Story
Longinus: *On the Sublime*

OUTLINE OF LITERARY HISTORY OF ROME

I. The Preliterary Period--extended from the earliest times (753 B.C.?) to 240 B.C., the time of Livius Andronicus, the earliest Roman author known to us. Fragments of laws, hymns, and sacred formulas preserved in the writings of later authors give us our knowledge of the Latin of this period.

II. The Archaic Period--extended from Livius Andronicus (240 B.C.--81 B.C.) to the date of Cicero's first extant oration (81 B.C.). Better known writers of this period were Andronicus, Naevius, Ennius, Plautus, Terence, Lucilius, Cato the Elder (earliest prose writer who wrote very much--mostly on agriculture), and Accius.

Andronicus: Paraphrased the Odyssey (less than 12 lines left) into Latin.(Titles and fragments of nine tragedies and comedies are extant--all translations are paraphrases of Greek).

Naevius: Comedies and tragedies on Roman themes (his plays were meant to be sung).

Ennius: Comedies, tragedies, epigrams, and an epic.

Plautus: (comedies) -- first author of whom we have considerable work. *Amphityron; The Captives; The Merchant; The Haunted House; Pseudolus; Stichus; Three-Bob Day; The Two Bacchides; Casina; The Braggart Warrior; The Pot of Gold; The Casket; The Menaechmi; The Rope.* He modeled after Menander; wrote New Comedy; themes of his plays concerned mistaken identity, intrigue, and character.

Terence: (wrote comedies--all his plays servive; some are adaptations of Menander); *The Woman of Andros; Self-Tormentor; The Eunuch; Phormio; The Brothers.*

Lucilius: originator of satire and creator of a new literary type; (satire was the only distinct literary type originated by the Romans during the Republic)--30 books of satires called *Sermones.*

III. The Golden Age--extended from Cicero (81 B.C. – 14 A.D.) to the death of most of the authors usually read in high school and college. Included in these are Lucretius, Cicero, Caesar, Catullus, Sallust, Nepos, Virgil, Horace, Ovid, Tibullus, Propertius, Livy, and Varro.

Lucretius (Philosophy): his treatment of hexameter prepared the way for Vergil; *On the Nature of Things (De Rerum Natura)* -- greatest product of Latin genius -- Proponent of Epicurus -- principal ideas included the atomic theory, theory of the soul, and religious ethics.
Cicero: (greatest prose writer in Latin) Orations, essays(eloquent as his speeches); letters.
Caesar: historical works-- *Gallic War; Civil War.*
Catullus (ranks first among Latin lyric poets for emotional intensity) -- wrote lyric poems in hendecasyllabic meter.
Sallust: historical works -- *History; On the Jugurthine War; On the Catilinarian Conspiracy.*
Varro: satirist and historian -- *On the Latin Language; On Country Matters; Portraits.*
Vergil: wrote poetry in dactylic hexameter -- *The Aeneid* (national epic); *Eclogues* (pastoral poem); *Georgics* (didactic poems on agriculture).
Horace: most widely imitated Latin poet - preached "Carpe Diem," the golden mean, moderation in all things; odes, epodes, satires, epistles.
Tibullus: elegies.
Propertius: elegies.
Nepos: historian
Livy: historian -- *The Annals* or *Histories.*
Ovid: no other poetry has been so widely or continuously read -- (we are indebted to him for our knowledge of mythology) -- *Metamorphoses; Amores; Heroides; The Art of Love; Fasti.*

IV. The Silver Age---extended from the death of Augustus (14 A.D.) to death of Emperor Marcus Aurelius (180 A.D.).This period is marked by a reaction against the literary excellence of the previous age, insofar as writers sought greater freedom of expression by introducing idioms from the colloquial language by the use of poetical expressions. Authors in this age were Celsus, Seneca, Pliny the Younger, Lucan, Martial, Tacitus, Suetonius, Quintilian, Juvenal, Persius, Curtius, Valerius Maximus, Gellius, Petronius, and Apuleius.

Juvenal: satires.
Tacitus: historian -- *Histories; Annals; Germany; Agricola; Dialogue on Orators.* (best of the Roman historians).
Seneca: tragedies and philosophic essays -- meter as in all ancient drama is iambic trimeter -- *Mad Hercules; The Trojan Women; The Phoenician; Medea; Phaedra; Oedipus: Thyestes; Agamemnon; Hercules of Oeta;* most of Seneca's plays are rewritings of the Greek tragedians; he wrote dialogues, epistles, treatises, as well.
Petronius: satirist-- *The Satyricon.*
Martial: epigrams.
Lucan: epic poet -- *Pharsalia.*
Pliny the Elder: *Natural History* (37 volumes).
Pliny the Younger: *Letters*
Quintilian: literary history and criticism -- *The Training of an Orator.*
Suetonius: biographer --*Lives of the Caesars; Lives of Eminent Men.*
Apuleius: prose narrator -- *The Golden Ass; Apology.*

V. The Brass and Iron Ages---extended from 180 A.D. to the fall of the Western Empire, 476 A.D. This is the period of Late Latin when many radical changes were introduced into the language, and when patristic literature, representing the writings of the Church Fathers, appeared. The following writers may be mentioned: Tertullian, Lactantius, Ambrose, St. Augustine, Prudentius, Claudian, St. Jerome, Cyprian, Ausonius, Eutropius, Macrobius, Justin, Victor, Marianus Capella.

St. Augustine: *The Confessions; The City of God.*

VI. Medieval Latin---extended from 476 A.D. to the 18th Century, and even to much later times. Though strictly applicable to the Middle Ages, it really comprises a period of time far greater in extent. During this period, Latin underwent many changes through a progressive development in the various provinces, and eventually crystallized in Italian, Spanish, Portuguese, Provencal (language spoken in

Southeastern France), and Roumanian. It would be impossible, because of lack of space, to mention all the writers of this period. Here is a partial list:

> Aquinas, Archipoeta, Asser, Bacon, Bede, Bernard of Morlas, Boethius, Buchanan; Damioni, Dante, Ekkehard, Erasmus, Everard, Fortunatus, Hroswitha, Isidore, Jacopene, John of Salisburg, Liuprand, Milton, More, Owen, Petrarch, Politian, Thomas of Celano, and Von Hulton.

WORD STUDY AND DERIVATION

Emphasis on word study and derivation should be included in every course in Latin. The student must become aware of the pronounced influence of Latin upon the English language. Teachers should take advantage of every opportunity to elicit from the students English derivatives in vocabulary study.

Units on word study and derivation might include the following:
I. Indo-European family of languages
II. Etymology
III. Semantics
IV. Latin and Greek roots, prefixes, and suffixes

Recommended References: Latin and Greek in Current Use, Burriss and Casson; Word Mastery, workbook by Joseph M. Pax (Scott, Foresman Co.); Amsco Review Texts for Latin I, II, III, and IV years.

WORK LISTS

A study of the 19,000 most commonly used English words found in the Buckingham-Dolch Combined Word List reveals that 51 per cent are of Latin derivation. Moreover, 187 words (Lists 1 and 2) are the roots of 3,847 words and thus the key to one fifth of the entire word list.

List 1: The Popular 65

1. **facere**
2. **capere**
3. **stare**
4. **ferre**
5. **tenere**
6. **vertere**
7. **ducere**
8. **cedere**
9. **videre**
10. **mittere**
11. **plicare**
12. **trahere**
13. **movere**
14. **venire**
15. **ponere**
16. **ordinarius**
17. **pendere**
18. **specere**
19. **legere**
20. **manus**
21. **quaerere**
22. **scribere**
23. **sedere**
24. **tendere**
25. **sequi**
26. **agere**
27. **sentire**
28. **genus**
29. **dare**
30. **portare**
31. **premere**
32. **vocare**
33. **caput**
34. **currere**
35. **magnus**
36. **primus**
37. **regere**
38. **minus**
39. **parare**
40. **sistere**
41. **unus**
42. **putare**
43. **pars**
44. **pellere**
45. **tangere**
46. **struere**
47. **fundere**
48. **gerere**
49. **jacere**
50. **probare**
51. **servare**
52. **spirare**
53. **habere**
54. **lex**
55. **pausare**
56. **rapere**
57. **dicere**
58. **noscere**
59. **rumpere**
60. **aequus**
61. **caedere**
62. **cor**
63. **fluere**
64. **ligare**
65. **valere**

List 2: The Next 122 in Popularity

1. cadere
2. pax
3. placere
4. quattuor
5. testari
6. tres
7. vivere
8. volvere
9. bene
10. grandis
11. modus
12. nasci
13. rex
14. solvere
15. stringere
16. cernere
17. dicare
18. electrum
19. finis
20. ire
21. medius
22. petere
23. posse
24. serere
25. servire
26. tempus
27. credere
28. fanum
29. frangere
30. gradi
31. oculus
32. prehendere
33. prendere
34. signum
35. spicere
36. stinguere
37. sumere
38. crux
39. fallere
40. fendere
41. forna
42. jungere
43. jus
44. nomen
45. odor
46. pes
47. plere
48. populus
49. sonare
50. species
51. spondere
52. statuere
53. regere
54. civis
55. colere
56. dies
57. dividere
58. flos
59. malus
60. ordinare
61. pater
62. scandere
63. salire
64. sociare
65. terminare
66. citare
67. debere
68. dominus
69. esse
70. firmare
71. formare
72. mandare
73. nutrire
74. pingere
75. pretiare
76. purus
77. secare
78. tribuere
79. augere
80. corporare
81. dirigere
82. finire
83. flectere
84. fortis
85. frons
86. gens
87. gratiari
88. judicare
89. miscere
90. notare
91. orare
92. par
93. pati
94. publicus
95. rota
96. sal
97. vegere
98. ars
99. audire
100. cambire
101. clarus
102. creare
103. fari
104. fides
105. gignere
106. granum
107. jocus
108. linea
109. longus
110. luere
111. migrare
112. mons
113. nuntiare
114. orire
115. peritus
116. plenus
117. poena
118. satis
119. tabula
120. terra
121. texere
122. torquere

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EVALUATION

I. Objectives:

To evaluate student's use of the language
- A. By evaluating achievement in reading the language
- B. By evaluating achievement in comprehension of the language
- C. By evaluating achievement in writing the language

II. Principles:

- A. Introduce problems of listening as well as reading and writing.
- B. Test vocabulary, use contexts, definitions, and associations, and single words.
- C. Plan careful follow-up techniques for each test.

III. Preparing the Students for the Test:

- A. Tell the student how long the test will be.
- B. Indicate what materials should be reviewed.
- C. Brief students on techniques to be used.
- D. Review the material to be covered in the test.

IV. Administering the Test:

- A. Give clear directions.
- B. Make clear how long each answer is to be.
- C. Give the student time to complete his answer.
- D. Give the student opportunity to show what he can do.

V. Following up a Test:

- A. Make the right answer known to the student as soon as possible. Right answers for quizzes and tests should be known to the student at least by the next day. For longer tests and examinations, the brevity between performances and knowledge of rightness and wrongness should be reduced to the minimum.
- B. It is important that the teachers go over papers with students after they have been graded and that students write in their corrections. These should then be returned to the teacher for rechecking.

VI. Types of Tests:

A. Tests prepared by outside agencies:

1. Prognostic Tests
   a. Godsey Tests
   b. Orleans-Solomon Tests
2. Achievement Tests:
   a. White Latin Test, Forms A and B, available from American Classical League Bureau.
   b. Cooperative Latin Tests, Educational Testing Service, 20 Nassau St., Princeton, New Jersey.
   c. Every pupil Scholarship Testing Program of the Bureau of Educational Measurements. Teachers College, Emporia, Kansas.
   d. Otis Scholarship Tests available from the State Department of Education, Columbus, Ohio.
   e. Regents examinations from Amsco School Publications and Oxford Review Texts.
   f. Progress, Achievement, Attainment, or Mastery Tests, designed for use with textbooks, may be obtained from the publishers of textbook in current use.
   g. Yearly contests on a national scale are offered by Donald R. Honz, Educational Stimuli, 2012 Hammond Ave., Superior, Wisconsin.
   h. Dr. A. E. Warsley, editor, Auxilium Latinum A.P.S.L., Nationwide Latin Examination, P. O. Box 501, Elizabeth, N.J., 07207.
3. Other sources of standardized tests:
   a. American Educational Press, 400 S. Front St., Columbus, Ohio, 43215
   b. Bureau of Educational Research and Service, University of Iowa, Iowa City.
   c. State H.S. Testing Service of Indiana, Div. of Ed. Reference, Purdue University, Lafayette, Ind.
   d. Public School Publishing Co., Bloomington, Ill.
   e. A description of tests and an evaluation including their validity and reliability may be found in the yearbook of Mental

Measurement in the library of most colleges of education.

B. Tests Prepared by Teacher:
  1. Oral:
    a. Expansion for adjective selection:
       Read a sentence omitting the adjective. The student repeats the same sentence inserting the correct form of the adjective, putting it in the right place.
    b. Transformation for nouns and verbs:
       Read a sentence with nouns and verbs in the singular. The students change everything to plural. This may also be done in reverse.
  2. Written:
    a. Vocabulary
       (1) Matching--English with Latin; Latin with Latin opposites; Latin with Latin closely related in meaning.

Examples:

You are to match the right column with the left column by placing the appropriate number in the blank to the left of the corresponding Latin word.

1. frater 1. father 3. sister
2. brother 4. son

You are to choose the word that is most nearly opposite in meaning to each of the words in the left column.

____ 1. regina 1. Regnum
2. rex

You are to chose a word in the right column that is closely related in meaning to a word in the left column.

____ 1. regnum 1. laeta
2. rex

(2) Definitions--Latin words to give English meanings; English words to give Latin meanings.

(3) Case used in Latin of specified words in English sentence:

You are to indicate the case of *the underlined word* if the sentence were

translated in Latin.
1. Which *tools* do you want?

b. Composition:
(1) English sentences with specified words to be translated into Latin:
1. *Will* Marcus *have been* here by then? (sum)

c. Comprehension:
(1) Latin paragraphs with English questions to be answered in English:
Perseus filius erat Jovis, maximi deorum avus eius Acrisius appellabatur.
How was Jupiter related to Perseus?
(2) Latin paragraphs with Latin questions to be answered in Latin:
Perseus filius erat Jovis, Maximi deorum;
Cujus filius erat Perseus?
(3) Give a Latin passage followed by an incomplete statement from that passage. Each incomplete statement is followed by four suggested Latin answers. Select the answer that best completes the statement on the basis of information given in the passage.

d. Translation:
(1) Paragraphs in Latin with phrases and words to be translated into English:
Iphicles, frater Herculis, magna voce exclamavit; sed Hercules ipse, fortissimus puer, ł haudquaquam ı territus est.
1. ____________ 2. ______________

e. Parsing
(1) Nouns listed in various cases for which the case, number, gender and declension are to be given:
1. salutis __________________________
(2) Verb forms listed for which tense, person, number and voice are to be given:
1. moneberis ______________________

f. Background
(1) True and false statement on Roman life and history:

All false statements are to be corrected.
____ 1. Julius Caesar was in his forties when he was assassinated.

(2) Completion:
1. The Roman equivalent of our Christmas was known as ____________

(3) Matching---for identification of gods, goddesses, and mythological characters:
1. Vesta A. god of beginnings
B. goddess of the hearth

(4) Arrange historical events in chronological order: Assassination of Caesar; Caesar crosses the Rubicon; Beginning of First Punic War.

(5) Statements that suggest an English word or expression:
____ 1. A ———— is any one of several breeds of small, alert, intelligent, and courageous dogs with a propensity for digging in the ground in search of game.

(6) Spelling demons to be spelled correctly by knowledge of Latin roots:
____ 1. audable or audible
____ 2. tenament or tenement

(7) Meaning of English words from knowledge of Latin roots--matching:
____ 1. defoliate A. An old man
B. strip of leaves

g. Derivatives

(1) Matching--activities with English word derived from Latin for that activity:
____ 1. a prize fighter a. aviarist
____ 2. studies rocks b. pacifist
c. lapidist
d. pugilist

(2) Matching--statements by different types of people with adjective describing the person making the statement:
____ 1. "I can shoot a basketball with either hand."
a. tenacious b. ambidextrous

(3) True and false statements using derivatives:

____ 1. Timidity is a characteristic of an audacious person.

(4) Match musical terms with statements:

____ 1. If you wanted seven people to sing in a group, you would call forth a

a. aria b. falsetto c. septet

(5) Matching English words of Latin derivation with their opposites:

____ 1. Favorable

a. thankful b. adverse c. latent

(6) Give meaning of Latin phrases or abbreviations:

____ 1. tempus fugit

2. Q.E.D.

(7) Completion of statements with derivatives:

____ 1. Achilles was ___ only in his heel.

a. resilient b. wounded c. vulnerable

Examples:

You are to supply Latin words for the following English meanings.

___ 1. out of ___ 2. then ___ 3. state

You are to supply at least one English meaning for each of the following Latin words.

____ 1. alius ___ 2. liberi ___ 3. civitas

h. Parts of Speech:

From lists of words find a specified number of the designated parts of speech.

Examples:

You are to find the words from the lists printed directly below each section that fulfill the requirements of each statement. You are to use each word only once, and you are to put the numbers of these words in numerical order.

____ 1. List five feminine nouns

____ 2. List five first conjugation verbs.

1. vita
2. postea
3. amatus est
4. dor
5. nox
6. nuntio
7. soror
8. virtus
9. ambulo
10. erro
11. voluntas

i. Latin forms
(1) Indicate case of adjectives in phrases:
Example:
____1. insulas bonas
(2) Supply indicated verb forms:
Example:
video, videre, vidi, visus
____1. Perfect participle
____2. perfect stem
(3) Decline indicated phrases composed of adjectives and nouns:
Example:
Decline in singular only: a good sailor
(4) Supply missing principal parts of verbs when two parts are given:
____1. portare, portavi,
____2. maneo, ___ , ____ mansurus

j. Grammar:
(1) True or false statements regarding the Latin language:
Example:
____1. Nouns following the Latin preposition *in* are always in the ablative case.
____2. The masculine noun *nauta* is a first declension noun.
(2) Matching definitions with terms:
____1. The person by whom the act is done.
____1. ablative of means
____2. ablative of agent
____3. ablative of time
(3) Find specified forms in Latin

> paragraphs:
> Ille etsi fortiter repugnabat, nullo modo se liberare potuit: et ab Hercule ad Eurystheum vivus relatus est.

Advanced Placement Program Examinations

The 1968-70 edition of the *CEEB Advanced Placement Course Descriptions* ("Acorn Book") describes important changes in the Latin courses and examinations. Advance notice of the changes is quoted as follows:

> "The most important change is that four examinations of an hour and a half each will replace the present two examinations of three hours each. One of the four examinations will be on Vergil with only slight changes in the present Latin 4 course content. Although the length of the examination has been reduced, this change should not be interpreted as a suggestion from the committee that teachers should cover the Vergil syllabus any more quickly. The other three examinations will be on lyric poetry, comedy, and prose. Each of the corresponding courses will normally represent a semester's work of college Latin. There are only slight changes in the Latin 5 course outlined for the lyric and comedy, but more significant revision in the case of prose: Tacitus is no longer included. Every teacher presenting candidates in Latin prose will be free to work either with Livy (historical) or with Cicero (philosophical).
>
> "Another change in the examinations should be noted. The inclusion of multiple-choice questions in each examination is now scheduled. The committee has carefully considered this change for several years and has decided to make it at this time because a separate grade will now be reported for each of the one-and-a-half hour examinations. The objective questions will help assure satisfactory examination reliability and greater comparability of examination grades from year to year.
>
> "It will not be possible for a student to take one or two examinations per year. As previously stated, grades on each examination will be reported separately."

It is understood that these changes will affect examinations beginning in May 1969.

Any questions about the new Latin format should be addressed to Mr. Richard T. Scanlan, Chairman, Advanced Placement Latin Committee, University of Illinois, Urbana, Illinois 61801.

Description of the Examination and Related Content

Vergil (90 minutes)

Course Content: Students are required to read in Latin Books I, II, IV, VI and either III, V, or XII, and to obtain a close familiarity with the entirety of the poem through reading the remaining books in English. They are expected to acquire a knowledge of the epic genre and for this purpose to read both the *Iliad* and *Odyssey* of Homer.

Examination Format:

I. Objective type: 35-40 minutes

This section will consist of two or three passages selected from the books to be read in Latin as well as from other books of the *Aeneid*. The questions will test grammar, poetical devices, translation, comprehension, and scansion. In addition there may be a group of discrete questions not tied to a specific Latin passage but designed to test the candidates' familiarity with the *Aeneid* as a whole and their knowledge of the epic tradition.

II. Essay Type

A. Probable translation of a slight passage
B. Interpretation: This section will include short response questions based on passages of about 5 or 6 lines each. The passages will be selected from the books to be read in Latin as well as from the remaining books. In some years, at the discretion of the examining committee, this section may also include a short essay.

Prose (90 minutes)

Course Content: Either the *Tusculan Disputations* Book I, *Somnio Scipionis* and *De Senectute* of Cicero or Books I, (Pref. and chapters 1-40) and XXI of Livy.

Examination Format:

I. Objective Type: 35-40 minutes

This section will be based on two passages to be read at sight, one of philosophical nature or with Ciceronian vocabulary, the other more historical and in the style of Livy. The questions on both passages must be answered by every student.

II. Essay Type

For the remainder of the examination the student would elect to work on material drawn from either required Cicero or Livy readings. This section would require short written responses involving some translation and, at the discretion of the examiners, a brief essay.

Comedy (90 minutes)

Course Content: Two Roman comedies, one each of Plautus and Terence, to be read in Latin, and chosen from the following: Plautus: *Menaechmi, Mostellaria;* Terence: *Adelphoe, Andria.* It is assumed, for examination purposes, that the student will have read the remaining two in English.

Examination Format:

I. Objective type: 35-40 minutes

Questions will be based on two sight passages, one from Plautus and one from Terence.

II. Essay Type

Short written responses based on familiar passages from the four required plays. In some years a brief essay may be included in addition.

Lyric (90 minutes)

Course Content: Catullus (as numbered in Mynors' OCT): 1, 2, 3, 4, 5, 7, 8, 9, 11, 13, 17, 27, 29, 31, 34, 38, 45, 46, 49, 50, 51, 63, 70, 72, 73, 75, 76, 84, 85, 86, 87, 92, 93, 96, 101, 109. Horace *Odes*, Book I: 1, 4, 5, 9, 11, 21, 22, 23, 24, 34, 37, 38; Book II: 3, 10, 13, 14, 16; Book III: 1, 3, 4, 5, 6, 9, 13, 26, 30; Book IV: 7.

Examination Format:

I. Objective Type: 35-40 minutes

Two long passages (complete poems if possible), one from each poet. It is expected that ability to translate, comprehension, knowledge of scansion, and grammar (particularly devices peculiar to poetry) will be measured.

II. Essay Type

Five or six short selections from the required list of readings will form the basis of this selection, which will include short answer responses, scansion, written translation and, at the discretion of the examining committee, a brief essay.

LANGUAGE LABORATORY

Most schools are equipped with some type of language laboratory and most Latin teachers have access to the laboratory. However, many teachers do not take advantage of the lab, either because they are not aware of the uses that may be made of it and the materials available, or because they do not realize the benefits that may be derived from it. It is also possible that they may never have taken the time to learn how to operate a lab.

Greater emphasis is being put on oral Latin. Nearly all of the new textbooks involve the use of oral Latin and taped programs are becoming widely used. In the beginning course, it is important that students learn the proper pronunciation of Latin. There are many tapes on the market which involve the "listen and repeat" method. These can be quite advantageous in learning proper pronunciation. Pattern drills and dialogues are also excellent exercises for the language lab.

In advanced classes, the orations of Cicero come alive when they are heard before they are read. Poetry is also much more effective when it is read orally. Students develop a greater appreciation for poetry when they can hear it read.

AUDIO-VISUAL MATERIALS

A catalogue for audio-visual aids compiled by William Seaman may be obtained from The American Classical League for 50 cents.

FILMS

Encyclopaedia Britannica Educational Corporation, 1150 Wilmette Ave., Wilmette, Ill.

Life in Ancient Rome, 14 min. in color (2186) $167.50; recreates typical scenes and activities in Rome during the reign of Trajan.

Vita in Rome Antiqua, similar in content to the above with Latin text, 13 min., in color (2216) $167.50

Julius Caesar: The Rise of the Roman Empire, 22 min., in color (2182) $240

The Emperor and Slave, 29 min., in color (47582) $390; principles of Stoicism and its influence on the ruling class

The Spirit of Rome, 29 min., color (47581) $390; masterworks in architecture, sculpture, and literature.

The Odyssey: The Structure of the Epic, 27 min., $359, narrated by Gilbert Highet, in color (47591)

The Return of Odysseus, 26 min., $359, in color (47592).

The Central Themes (of the Odyssey), 28 min., $359, in color (47593).

The Theatre--One of the Humanities, 30 min., color no. 47512, $390.

The Age of Sophocles, 30 min., color no. 47531, $390.

The Character of Oedipus, 30 min., color no. 47532, $390.

Oedipus Rex: Man and God, 30 min., color no. 47533, $390.

The Recovery of Oedipus, 30 min., color no. 47534, $390.

The Humanities: What They Are and What They Do (narrated by Clifton Fadiman) 30 min., color no. 47511, $390.

Athens--The Golden Age, 30 min., color no. 47551, $390.

Plato's Apology: The Life and Teachings of Socrates, 30 min., color no. 47552, $390.

Aristotle's Ethics: The Theory of Happiness, 30 min., color no. 47553, $390.

Greek Lyric Poetry, 30 min., color no. 47554, $390.

Rome--City Enternal, 11 min., color no. 489, $135.

Pompeii and Vesuvius, 11 min., color no. 489, $135

People of Greece, 14 min., color no. 925, $167.50.

Claudius: Boy of Ancient Rome, 17 min., color no. 2184, $200.

Edith Hamilton (authority on cultures of Greece and Rome) 30 min., b/w no. 1794, $150

The Olympics (from their origin), 26 min., b/w no. 2344, $150.

The Mediterranean World, 23 min., color no. 1912, $265.

The Calendar---Our Record of Time, 11 min, color no. 2111, $135.

Film Classic Exchange, 1926 So. Vermont Ave., Los Angeles 7, Calif.
16 mm sound films on Caesar for rent: Young Caesar, 10 min., $9
The Roman Senate, 10 min., $9
Veni, Vidi, Vici, 15 min., $15
Crossing the Rubicon, 15 min., $15
Caesar: Rules of Rome, 12 min., $10

Film Associates of California, 11014 Santa Monica Blvd., Los Angeles 25, Calif.
Four Views of Caesar, 23 min., b/w $175; presents four profiles of Caesar; one by himself, one by Plutarch, one by Shakespeare, one by Geo. Bernard Shaw.

Ideal Pictures, Inc., 58 East South Water St., Chicago, Ill., will arrange the booking of two Pan-American 16 mm color films:
Land of Enchanted Fountains, 28 min., $2.50
Rome, Sacred City, 12 min., $2.50

Churchill Films, 6671 Sunset Blvd., Los Angeles, Calif.
Quest for Freedom, 16 mm color, $180; traces man's search for freedom, beginning with Athens and Rome, through the Middle Ages, Renaissance, and to our modern world.

International Films, 332 South Michigan, Chicago, Ill.
Color films available for rental:
The Acropolis, 11 min., $5
The Aged Land, 25 min., $15
Buried Cities (Pompeii and Herculaneum), 14 min., $6
The Holy Land, 40 min., $17.50
Journey into the Past, 21 min., $9
The Roman World, 23 min., $12.50. These may also be purchased.

United World Films, 1445 Park Ave., New York, New York
Greece--The New Age, 27 min., color $195, b/w $115
Italy--The Post-War Renaissance (same price as above), famous cities and historic treasures in art and culture.

McGraw-Hill Book Co., Text-Film Dept., 330 W. 42nd St., New York, New York.
Three films entitled In Defense of Rome for $275, b/w, significant parallels between ancient Rome and the modern world to show Rome's greatness:
I. Organization and Empire, 20 min.
II. Roman Law, 18 min.
III. The Roman Spirit, 16 min.

Audio Film Center, 10 Fiske Pl., Mt. Vernon, N.Y. 10550 (rentals)
Gidget Goes to Rome, 103 min., $25
Trojan Horse, 105 min., $25
Antigone (in Greek with English subtitles), 88 min., $65.

Carousel Films, 1501 Broadway, Suite 1503, New York, N.Y. (rent or sell).
CBS 16 mm color film, The Search for Ulysses, conducted by Ernle Bradford, search for places that Ulysses visited after leaving Troy; divided into two parts for classroom use; 53 min., $550 color, b/w $275.

Sutherland Educational Films, 201 N. Occidental Blvd., Los Angeles, Calif.
Urbs Mea, 16 mm color, (ancient Pompeii), narrated in Classical Latin.

Coronet Films, 65 E. South Water St., Chicago, Ill.(Teacher's guide comes with each film)
Ancient World Inheritance (2nd ed.), 11 min., color, $120, b/w $60
Life in Ancient Greece: Home and Education, 13 min., color $150, b/w $75.
Life in Ancient Rome: The Family, 21 min., color $240, b/w $120.
Christianity in World History (to 1000 A.D.), 13 min., color and b/w.
The Aegean Age, 13 min., b/w.

Argus Films, 101 West 31 St. New York, New York.
Jason and the Argonauts, color, 104 min., rental $25.
Queen of the Nile (about Nefertiti), color, 94 min., rental $25.

FILMSTRIPS

Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill.
The Roman Way of Life, four color filmstrips with two records, depicting the family, home, social life, customs, schooling, and dress; each filmstrip $6, each record $4.
Shakespeare's Julius Caesar, with record and teacher's guide, $17.50, 52 frames.
The Classical Age, four color filmstrips tracing the development of the Greek and Roman civilization, $6 each or $21.60 for entire set.
Christmas Songs in Latin on a record with a color filmstrip and teacher's guide. $8.

Educational Audio-Visual, Inc., Pleasantville, New York 10570
Ulysses, pictorial guide to the screen version of the Odyssey, $6
Antigone, filmstrip and record, both $10.95
Legends of Greece and Rome, b/w $6.95.
Classical Literature, four filmstrips, Iliad, Odyssey, Aeneid, Oedipus the King $24.
Jason and the Golden Fleece, color drawings, $5.95.
The Forum in Rome, tape and filmstrip, $12.50.
Roman Political Institutions, tape narrated in English with excerpts in Latin, and filmstrip, $13.95.
People in Roman Times, $5.95.
Plots and Counter-plots in Caesar's Rome, filmstrips with tapes, $13.95.
The People of Gaul, Germany and Britain in Caesar's Time, with tapes, $13.95.
Julius Caesar, with tapes, $13.95.
A Lesson in Mythology, $6.

Myths and Legends of Ancient Greece and Rome, set 10 strips, $50.
Ancient Rome, set 5 strips, $30.
Roma Antiqua (Latin version), set 5 strips, $30.
Ancient Rome, set 4 colorstips, $22.50.
The Drama of Classical Greece, set--LP/w strips, $20
Stones of Ancient Rome (architecture) b/w, $3.60
Caesar's Army, set 2 color strips, $11.90
Slaves in Ancient Rome, set--tape/strip, $13.95
Cicero, set, tape/strip, $13.95
Ancient Rome (history of the Roman Empire) set LP/strip, $13.95
Modern Rome (from the collapse of the Empire) set, LP/strip, $13.95.
Roman Republic, set--tape/strip, $13.95
Vergil's Life and Works, set--tape/strip, $13.95
The Forum in Rome, set--tape/strip, $13.95
Class Structure and Occupations in Ancient Rome, 2 strips, $11.90
Pompeii and Herculaneum, strip $5.95
Roman Political Institutions, set--tape/strip, $13.95
Alexander the Great, strip $6
Hannibal, strip $5.95
Pompeii, strip $5.95
The Greek Civilization, set---2 LPs/2 strips. $25
The Rise and Fall of the Roman Civilization, set--3 LPs/3 strips, $36
The Roman House, strip $5.95
People in Roman Times, strip $5.95
The Roman Army, strip $5.95
Life in the Roman Empire, strip $6.95
The Growth of Rome, strip $6.95
The World of Greece and Rome on Postage Stamps, set--2 strips, $11.90
Imperial Rome, strip $5.95
Roman London, strip b/w $3.60
Hadrian's Wall, strip b/w $3.60
The Coming of the Romans, strip b/w $3.60
Life in Roman Britain, strip b/w $3.60
The Romans in Britain, strip b/w $3.60
Roman Britain, strip b/w $3.60

The Literary Heritage of Greece---Lectures exploring the origins, meaning, and contemporary significance of some of the great myths and masterworks of Greek epic poetry, drama, philosophy, and lyric verse. The lectures lend clarity to much that is obscure and communicate the total context of Greek thought.

The Awakening--Early Greek Myths
The Dawn of Western Poetry--Homer: The Achilles Drama in the Iliad
The Dawn of Western Poetry--Homer: The Drama of Troy in the Iliad
The Dawn of Western Poetry--Homer: Man Against Fate in the Odyssey
The Greek Drama--The Transition from Epic to Drama; The Origins of Greek Drama
The Greek Drama---Aeschylus
The Greek Drama---Aeschylus and Sophocles
The Greek Drama---Sophocles
The Greek Drama---Euripides and Aristophanes
Greek Lyric Poetry---Pindar, Sappho, and the Poets of the Palatine

Anthology
Greek Lyric Poetry---The Alexandrians: Theocritus, Apollonius Rhodius, and their contemporaries
The Democracy of Athens---Herodotus and Thucydides
The Beloved Teacher---Plato's Presentation of Socrates
Set---13 tapes....$85 Each tape....$7.50

Encyclopaedia Britannica Educational Corporation, 1150 Wilmette Ave., Wilmette, Ill.
The Rise of Civilization, six color filmstrips, $6 each, 48 projection frames.
Ancient Rome, circumstances that led to the rise of Julius Caesar, six filmstrips in color, $6 each.

The National Council of Teachers of English, 508 South Sixth St., Champaign, Ill.
Iliad, Odyssey, Aeneid, Oedipus the King, Ulysses and Circe, color $6 each.

Herbert E. Budek Co., Box 307, Santa Barbara, Calif., 93100.
The History of Western Art,b/w

Pathescope Educational Films, 71 Weyman Ave., New Rochelle, N.Y.
History of Ancient Greece, 6 filmstrips in color, $44.50 each.

Eye Gate House, Inc., 146-01 Archer Ave., Jamaca, N.Y.
Old World Backgrounds of American History, series of four filmstrips, $4 each.
Life in Other Times, series of five, $6 each.
Greek Art and Artists, $4
Myths and Legends of Ancient Greece and Rome, $35 set.

Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Mich.
Heroes of Greek Mythology, two sets of six filmstrips in color. $32.75 entire series.

Photoplay Filmstrips Associates, 54 Windsor Ave., Dover, N.J.
Alexander the Great, color $7.50
Ulysses, color $7.50
A Lesson in Mythology, color, $7.50
Julius Caesar, b/w $7

Dr. Konrad Prothmann, 2787 Milburn Ave., Baldwin, L. I., New York.
Two black and white filmstrips on Greek and Roman architecture, with lecture notes at $5.80 each.

Wible Language Institute, 24 South Eighth St., Allentown, Pennsylvania 18105
Rome: The City, 50 frames in color, $6
Ancient Rome, 40 frames in color, $5
Modern Italy, 40 frames in color, $5

Po Valley and the Alps, 49 frames in color, $6

Life Filmstrips, Time and Life Bldg., Rockefeller Center, New York, N.Y. 10020
Rome: The Eternal City, color, $6 each
Part I --- Kings and Consuls
Part II --- The Emperors
Part III --- The Early Christians
Part IV --- The Renaissance
Part V -- 1600-1870

Other Sources of Filmstrips:
Communications Materials Exchange, Box 62, West Covina, Calif.
Educational and Recreational Guides, 10 Brainard Road, Summit, N.J.
McGraw-Hill, Textfilms Dept., 330 W. 42nd St. New York, N.Y.
Merriam, G and C, 47 Federal St., Springfield, Mass.
Museum Extension Service, 10 E. 43rd St., New York, N.Y.
Tutor that Never Tires, 8 Masterson Road, Bronxville, N.Y.

SLIDES

Society for Visual Education, 1345 W. Diversey Parkway, Chicago, Ill.
Ancient Architecture--Roman, $4.50; Classical Architecture--Greek, $3.15.
Ancient Architecture--Egyptian and Persian, $5.60

Rosenthal Art Slides, 5456 S. Ridgewood St., Chicago, Ill.
Survey of Western Art, b/w $1 each.

Saul S. Weinberg, University of Missouri, Columbia, Mo.
Color slides on Greece, Italy, and Sicily for the Classical period, $.70 each.

Wolfe Worldwide Films, 1657 Sautelle Blvd., Los Angeles, Calif.
Eleven sets of slides on the Holy Land Series, $19.95 per set.

Educational Audio-Visual, Inc., Pleasantville, New York 10570
ROME: History and Civilization (color), The Roman Army and Conquest of Italy (10) $4.95, Rome under the Republic (15) $7.45, The Great Conquests (10) $4.95, The Effects of the Conquests on Roman Life (10) $4.95, The Crises of the Republic (15) $7.45, Roman Life under the Empire (20) $9.95, Complete: 6 sets (80 slides) $39.70.
A Survey of Greek Architecture--Minoan Crete, Mycenae, Archaic Greece, Classical Greece, set--18 slides, $22.50
Roman Sculpture--Museo della Terme, Ara Pacis (Rome) Campidoglio (Rome), Uffizi, Capitoline Museum, set--14 slides, $10.50
Ancient Rome Today, set--15 slides, $11.25
Family Life in Rome (imported from France, teacher's references and notes are in French)--Home, Furniture, Kitchen Utensils, Dress, Home Life and Games, City and Rural Life--set--60 slides, $29.95

William Seaman, 4591 Arrowhead Road, Okemos, Michigan 48864
Three sets of 25 slides per set in color of Classical Italy, $10 each.

Royal Ontario Museum of the University of Toronto, Division of Museum Extension, Sales Desk, 100 Queens Park, Toronto, Ont.
Color transparencies on Greece, entire set of 12 for $4.20 or 35 cents each.

The American Library Color Slide Co., 222 West 23rd St., N.Y., N.Y.
Color slides based on items in the Metropolitan Museum of Art Collections. Write for classification sheets.

The Slide Library of the American Museum of Natural History, Central Park West and 79th St., New York, N.Y.
Collection of color slides of Egypt, Greece, Crete, Knossos, Delos, Italy, Write museum for cost.

Roman Life Slides may be bought or rented from Eastman Educational Slides1023 Meadow Road, Glencoe, Illinois.
The Roman House (50 slides)
Roman Games and Amusements
Mythology
Caesar's Gallic Wars
The Wanderings of Aeneas
The Life of Julius Caesar
Julius Caesar and the Gallic Wars
Vergil and His Times

Color Slides may be obtained from Wible Language Institute — 24 South Eighth St., Allentown, Pennsylvania 18105
Rome (20 slides) $9.85
The Roman Forum (20) $9.85
The Appian Way and Tivoli (8) $4
Pompeii (8) $4

TAPES

The following tapes may be obtained from the EMC Corporation, 180 East Sixth St., St. Paul, Minnesota, or Educational Audio-Visual Inc., Pleasantville, New York 10570: write for catalogue.

The Living Text Series (Intermediate Level)

DTL-400	Caesar Meets Ariovistus (Track 1); The Death of the Helvetians (Track 2)
DTL-401	The Siege of Quintus Cicero (Track 1); Panic at Vesontio (Track 2)
DTL-402	Cicero Versus Catiline (Track 1); Ecce Senator Romanus (Track 2)
DTL-403	The Death of Pliny the Elder (Track 1); The Destruction of Pompeii (Track 2)

The Aeneid Cycle Series

DTH-300	The Wrath of Juno (Track 1); Venus Intervenes in Aeneas's Behalf (Track 2)
DTH-301	Dido's Passion and Death (Track 1 and 2)
DTH-302	The Descent to the Underworld (Track 1); Allecto the Fury (Track 2)

The Trojan Cycle Series

DTH-200	The Judgment of Paris (Track 1); The Abduction of Helen (Track 2)
DTH-201	The Wrath of Achilles (Track 1 and 2)
DTH-202	Hector and Andromache (Track 1); The Death of Patroclus (Track 2)
DTH-203	The Shield of Achilles (Track 1); The Battle of Hector and Achilles (Track 2)
DTH-204	The Battle of Hector and Achilles (Track 1); Priam Ransoms Hector's Body (Track 2)

The Golden Legend Series

DTH-100	The Story of Cupid and Psyche (Tracks 1 and 2)
DTH-101	Perseus Slays the Gorgon (1); Pyrrha and Deucalion (2)
DTH-102	Theseus Slays the Minotaur (1); The Story of Phaeton (2)
DTH-103	The Story of Jason and Medea (Track 1 and 2)
DTH-104	Philemon and Baucis (1); The Story of Midas (2)

Apella Me Series (Beginner Level)

DTL-100	Christopher Columbus; Goldilocks; Little Red Riding Hood (Track 1); Little Boy Blue: Tom, Tom the Piper's Son; Georgie Porgie (Track 2)
DTL-101	Hansel and Gretel; Jack in the Beanstalk; Hey Diddle Diddle (Track 1); Farmer in the Dell; Mary Had a Little Lamb; Humpty-Dumpty (Track 2)
DTL-102	Simple Simon; Jack and Jill; Old Woman Who Lived in the Shoe (Track 1); Interview on Olympus 1; Jupiter, Juno, Venus (2)
DTL-103	Interview on Olympus II: Mercury, Diana, Apollo (Track 1) Interview on Olympus III: Neptune, Minerva, Mars (2)

Peter of Paris Series (Beginners Level)

DTL-150	Peter, Charles and Miss White Talk About Latin (Track 1) Peter, Charles and Miss White Visit a Museum (Track 2)
DTL-151	Peter, Charles and Miss White at the Restaurant (Track 1) Peter and Charles Visit Miss White's Classroom (Track 2)

The Great Author Series

DTH-400	"The Seasons" of Vergil (Track 1) Three Romantic Poems (Sappho, Catullus, and Theocritus (Track 2)

Tutor That Never Tires Inc., Box 327, Bronxville, N.Y., has first and second year tape recordings at 7½ ips which are self-correcting four minutes drills at $2 each. Write for details.

National Tapes Repository, Audio-Visual Center, Kent State University, Kent, Ohio, has four 15-minute programs on mythology.

Audio-Visual Education Center, University of Michigan, Ann Arbor, Michigan, has The Sounds of Latin which is to be used with Waldo's Sweet's Latin, A Structural Approach.

Educational Audio-Visual, Inc., Pleasantville, New York 10570 Latin Tapes for Drill and Practice--a series of 24 tapes of pattern drills covering essential points of form and structure encountered in all standard texts. (Appropriate for Latin I, II, III.) Complete, 6 sets---24 tapes/method---$60. Each set--4 tapes--$12 (Set A, nouns and adjectives; Set B, pronouns adjectives and deponent verbs; Set C, regular verbs active, Set D, regular verbs passive and irregular verbs; Set E, Grammar--cases; Set F, Grammar, constructions.) Readings: Hear and Repeat Method--Selections are read in Latin first for comprehension. Then each phrase will be repeated slowly with pauses to allow for pupil repetition. Multiple choice questions and text accompany tapes.

Caesar---First Expedition to Britain--$6.95
Caesar---The Customs of the Gauls and Germans--$6.95
Caesar and Cato---On the Catilinarian Conspiracy--$6.95
Vergil's Aeneid--Selections from Books I, IV, and VI--$6.95

Educational Stimuli, 2112 Hammond Ave., Superior Wisconsin, The following tapes may be obtained for $2.25 each; worksheets are available at 10 cents for first copy and 1 cent for each additional copy.

2. How Words Change
4. Cicero
9. Julius Caesar
10. General Conversation
11. Systematic Introduction
12. Simple Latin Sentences
13. Verb Forms
14. Colloquial Latin
15. Before Caesar Came
16. Buried Cities
17. Homer's Odyssey
18. The Greeks Learn Quickly
19. What the Greeks Gave Us
20. Athens Becomes the Center of Greek Culture
21. Growth of the Roman Empire
23. The Empire and the Caesars
22. Christianity Comes to Rome
24. Northern Invaders
26. Nero's Rome
27. Greek Goddesses
28. How Our Language Grows and Changes

MAPS

Denoyer-Geppert Company, 5235 Ravenwood Ave., Chicago, Ill.60640, 44 x 32 maps on the Ancient World, Greek and Phoenician Colonies and Commerce, Alexander's Empire, Growth of Roman Power in Italy, Rome, Caesar's Gaul, Roman Empire in Times of Augustus, Barbarian Invasions, Beginnings of Civilization, Early Mediterranean Cultures, Later Mediterranean Cultures, Pictoral Map of Mediterranean Mythology and Classical Literature.

Educational Audio-Visual Inc., Pleasantville, N.Y. 10570. 52 x 40 color maps, set of four $38; deals with Rome: City Plan, Ancient Italy; Caesar's Conquest of Gaul 58-50 B.C.; and Roman World 337 A.D. The Roman Empire at its Greatest Expansion (40 x 28) Latin text--$8.75. The Roman Empire at its Decline (40 x 28) Latin text--$8.75.

A. J. Nystrom and Co., 3333 Elston Ave., Chicago, Ill. Desk Outline Maps on Ancient Italy, Ancient Greece and the Aegean, Alexander's Empire, Athens, Babylonia and Egypt, Roman World, Gaul and Rome; for 8½ x 10 size 50 maps for $1; 10½ x 14 50 maps for $1.50. Other maps of various types with teacher's guides and map transparencies may also be purchased from this company. Write for lists.

National Geographic Society, School Service Dept., 16th and M St., Washington. D.C. Paper map of the Classical Lands of the Mediterranean, $1, index is 50 cents. 1958 Atlas map on Greece and the Aegean, 50 cents. 1963 Map of Countries of the Nile, 50 cents.

Donald R. Honz, Latin Dept., 1902 Ogden Ave., Superior, Wisconsin. Notebook size maps of various types.

Scott, Foresman and Co., 433 E. Erie St., Chicago, Ill. Reversible, one side Stories of Ancient Rome, other side, map of Italy.

Rand McNally Co., 124 W. Monroe St., Chicago, Ill. Caesar's Campaign in Gaul.

University Prints, 1 Boyd St., Newton Mass. Map of the Roman World, Plan of the Imperial Fora.

George F. Cram Co. Inc., 608 Dearborn St., Chicago, Ill. Maps on Ancient History.

PICTURES AND PRINTS

Mrs. L. M. Prindle, 380 Maple St., Burlington, Vermont. A set of 24 plates containing 50 scenes from classical mythology reproduced by offset lithography from early editions of the Metamorphoses of Ovid. Each plate contains a short version of the story. Sold only in sets, $1.50 per set.

Educational Audio-Visuals, Inc., Pleasantville, N.Y. 10570. Set of six 27 x 35 inch pictures with explanatory text on Ancient History; cost $10.95.

National Geographic Society, School service Dept., 16th and M. St., Washington, D.C. Everyday Life in Ancient Times with many paintings and illustrations, $6. Articles with color illustrations that have appeared in National Geographic on classical themes, $1.

University Prints, 15 Brattle St., Harvard Square, Cambridge, Mass. Visits to the Ancient World; Classical Mythology; Series on Epic Poetry; Ancient Art and Architecture.

Encyclopaedia Britannica Educational Corporation, 1150 Wilmette Ave., Wilmette, Ill. Two series of study prints in color: Historical Reconstruction of Rome, $18. Historical Reconstruction of Pompeii, $12 – teacher's guides.

VOCABULARY CARDS

American Classical League Service Bureau, Miami University, Oxford, Ohio
Visual Education Inc., 230 W. Fifth St., Dayton, Ohio
Language Learning Aids, Box 850, Boulder, Colorado.
The Vocabulary Press, 2706 Virginia St., Berkley, Calif.

RECORDS

The following records may be purchased from Lorraine Music Co., P. O. Box 4131, Long Island City, N.Y. 11104, or from Folkways Records and Service Corp. 165 W. 46th St., New York, N.Y. 10036. The catalogue numbers and prices listed below are from Lorraine Music Co.,; Folkway prices are comparable. Educational Audio-Visual Inc., Pleasantville, N.Y. 10570, has many of the same records. Write for catalogues.

Essentials of Latin (Intended for use with J.F.C. Richards' textbook) Selected Latin sentences are taken from lessons; each sentence is followed by a question in Latin, answered in Latin after a pause. Four 12" 8112, $19.95.

Essentials of Latin, Vol. 5: Basic construction and review. A summary of the preceding 4 volume set; useful learning and teaching aid in itself or as a supplement. 8116, $5.35.

The Latin Language, Prof. Moses Hadas reads the Latin and English and comments upon works by Cato, Cicero, Lucretius, Catullus, Vergil, Horace, Ovid, Seneca, Tacitus, Apuleius, St. Augustine, Thomas Aquinas, and others. 9972, $5.35.

Caesar, selected readings in Latin, English translation by Hadas. Text. 9976, $5.35.

Caesar and Cicero, Read in Church Latin by Dr. Mario Pei: Gallic Wars (from Bk. 1); first and third orations against Catiline; oration pro Archia. 9963, $5.35.

Cicero, selection from his oration against Catiline and his essay on Old Age, read by Prof. Hadas, commentary and English translation, text. 9975 $5.35.

Cicero, Orations and Essays. Read in Latin by John F. C. Richards, A Wide selection from In Verrem; Pro Lege Manilia: In Catilinam: Pro Milone: Orationes Philippicae; De Republica; De Senectute; De Amicitia; etc. 9966, $5.35.

Carmina Burana, music by Carl Orff. Monks, scholars and poets wrote the medieval poems here set to music. Latin text, translation. V 1007, $4.45.

Horace, 18 odes read in Latin by John F. C. Richards. Selections from Books I, II, III, and IV. Text in Latin and English. 9968, $5.35.

Ovid, Metamorphoses, selections from Books I and II; Ars Amatoria, selections from Books I, II, III. Read in Latin by Richards. Text in Latin and English. 9970, $5.35.

Roman Love Poetry, Selections from Catullus, Tibullus, Sulpicia, Propertius, Ovid, read by Richards. Text, translation, general introduction. 9967, $5.35.

Tacitus, Selections from the Annals, Histories, and Agricola. Read by Richards. 9971, $5.35.

Vergil, Read in Latin by Richards. Selections from the Aeneid, Books I, II, IV, VI. Text in Latin and English 9969, $5.35.

Vergil and Horace, Read in Church Latin by Dr. Pei. Selections from the Aeneid and Odes. 9964, $5.35.

Winnie Ille Pu, The children's classic, translated into Latin, read by Dudley Fitts. P 1027 $3.95.

The following records may be obtained from: **Wible Language Institute**, 24 South Eighth Street, Allentown, Pennsylvania 18105.

Linguaphone Latin Course. Written and illustrated by Dr. N. D. Rouse; uses the Direct Method; recorded by Dr. Rouse and 3 schoolboys; album of 5 records with illustrated manual. L-159, $17.50.

Story of Virgil's "The Aeneid" Introductions and readings in Latin and English by Prof. Moses Hadas; includes Books I-III, IV, V-XII. 1-12" 33-1/3 L.P. L-163, $5.95.

Latin Readings. Edited and read by H. A. B. White; classical Latin, selections from Lucretius, Vergil, Ovid, Catullus, Tibullus, Martial, Horace, Caesar, Livy, Cicero, Tacitus; album of 5--12" 33-1/3 L.P. records; manual with Latin text and translation, and introductory essay on pronunciation of classical Latin. L-163, $17.50.

London Records: Opera (Editions de L'oiseau--Lyre) Henry Purcell; "Dido and Aeneas"--St. Anthony Singers--English Chamber Orchestra, Anthony Lewis; order through local music stores.

Regents Publications (Simon & Schuster, Inc.) 1 West 39th St., New York, N.Y. 10018. The Latin Story--this two-speed record provides listening interest and cultural enrichment by relating the story of the rise and fall of the Roman Empire--covering the entire period of Roman history--LP $5.95. (Available on tape, $7.95) Complete text and translation included. Latin Comes Alive--recorded collection of some of the greatest and best-loved poetry and prose spoken as was possible in Caesar's day. Sound effects and music lend a realistic dramatic background. (Latin text and translation).

L.P.--$5.95 (Tape--$7.95) Latin Multilingua Course--A complete conversational course is presented in 48 recorded lessons. Permits active participation while learning by allowing pauses for "repetition" and "anticipation." The goal of this course is to develop facility in both comprehension and speaking. Manual and grammar text are included. L.P.--$9.95 (Tape--$13.95).

Joles Products Inc., A-V Dept. 33 Union Square West, New York, N.Y. 10003. Latin Comes Alive--a collection of Latin prose and poetry; sound effects and music with Latin text and translation, $5.95. Latin Multilingua Course, 48 recorded lessons to develop facility in comprehension and speaking. $9.95. The Latin Story--story of the rise and fall of the Roman Empire from the Beginnings to the total eclipse of Roman power in the West. $5.95.

MAGAZINES

Res Gestae, published by Yale Book Co., 34 Butternut St., Toronto, Canada.
Auxilium Latinum, Dr. A. E. Warsley, Box 501, Elizabeth, New Jersey.
Foreign Language Review, 200 Park Ave., South, New York, N.Y. 10003.
Lanterna, Prof. Eugene Miller, University of Pittsburgh, Pittsburgh, Pa.

GAMES

The following games may be obtained from The American Classical League Service Bureau:
Game of Latin Verb No. 1 principal parts, $.50; Game of Latin Verb No. 2, drill on voice, mood, tense, number, person $.20; Game of L-A-T-I-N, vocabulary review, $1.75; Mythites, group drill on classical mythology, $1.25.

TRANSPARENCIES

Educational Audio-Visual, Inc., Pleasantville, N.Y. 10570. Greek Mythology: The Beginning--A new set of transparencies with overlays designed to acquaint the student with the enduring Greek myths and their relevance to the modern era. Teacher's manual. Creation of the World and the Gods--9 trans.--$49.50. War Between the Titans and Gods--5 trans. -- $27.50. Creation of Man and Woman-- 6 trans.-- $33.00. Complete set of 20 trans. -- $104.00.

Latin Grammar Transparencies-- A comprehensive set of overhead projectuals, with overlays, for introductory Latin grammar. Declension of Nouns and Adjectives-- 11 trans. --$68.00. 1st Conjugation of Porto -- 12 trans. -- $47.00. The Age of Rome--These transparencies emphasize the place of Rome in the history of Western Man. Attention is centered on the 100 years after 133 B.C. Lasting contributions in architecture, language, law, and literature are treated separately. Set--18 trans. --$112.00. The Age of Greece--Designed to give students an appreciation of Greece's pronounced influence on the politics, art, and philosophy of our culture today. Set--15 trans. -- $97.00.

The Visual Products Division of the 3M Company, Box 3100, St. Paul, Minn. 55101, is an excellent source for transparency materials.

IDEAS, TECHNIQUES, DEVICES

Techniques For Use of Flash Cards

The use of objects in the classroom has long been considered vital to the teaching of vocabulary and oral use of the language. Most language rooms are, therefore, crowded with such objects. The teaching objectives can be attained through the planned use of attractive pictures of objects, and this approach is not limited by the size of the classroom.

The use of flash cards to supplement and reinforce textual materials can be effective if it is done regularly and if it follows a carefully constructed plan. Flash cards, used at first to teach simple words and linguistic patterns, can teach also many points of grammar. As more sophisticated cards are introduced, they can become conversation pieces to stimulate oral use of the language.

Drill with cards should not be done at irregular intervals, but should occupy a regular part of the daily schedule, perhaps as a break between periods of intensive concentration. Students and teachers will find it relaxing and interesting.

Cards should never be used without a careful plan. The possibilities for making them in various categories are endless. Here is a basic list (probably in the order that they should be taught): numbers, colors, family, home, school, fruits, miscellaneous foods, clothing, parts of the body, seasons of the year, sports. This list can, as students become proficient, be expanded to include all sorts of student interests.

Flash cards should be made of strong cardboard and should be uniform in size for convenience in storing. They should, at first, have no written words in English or the foreign language. Pictures should be in colors and should have both eye appeal and interest for students. They should be large enough that "Johnny on the back row" will have no difficulty in seeing all of the details of the picture. Pictures for the cards may be cut from magazines, but they should be clear, well conceived pictures. Interesting situations intrigue students; people in the pictures should look like real people. Pictures of foods (fruits, vegetables, etc.) should look tempting.

After teaching the numbers to ten and the colors, teach members of the family. Begin by having students listen and repeat: "This is mother", until they have memorized and are able to repeat correctly (Responses should be in chorus by the entire class). Then, the question, "Who is this?" should elicit the response, "This is mother."

As new vocabulary is introduced and new linguistic patterns are learned, drill with the cards can become more sophisticated. For example, a bowl with apples, (some red and some yellow) should be shown and students should be able to answer these questions without hesitation: "What are these?" "How many apples are there?" "How many red apples are there?" "How many yellow apples are there?"

After the class has answered these questions with everyone participating in chorus, a specific question should be directed to one student, "John, do you like apples?" This helps to hold attention as students always know that one student will be asked a direct question. Another example would be in the use of family cards.

As students learn the names of articles of clothing, and increase their vocabulary and use of linguistic patterns from textual materials, they are then able to discuss the color of mother's clothing, whether she is pretty, large, small, etc. After some weeks, students are able to bring to class pictures of the members of their own families and to discuss them at some length without recourse to notes. These discussions should be limited to words and linguistic patterns already mastered in practice.

Once having mastered the elementary phases of card drill, this technique can become as sophisticated as the teacher and students desire. Students will often volunteer to bring whole categories of cards in an area of their own special interests. The class should be intensively drilled with correct usage and vocabulary before the student attempts to use the cards. Ultimately, they are able to converse with some fluency on many topics.

The same cards can be used again and again in different ways. For example: singular and plural forms can be taught as well as use of adjectives and adverbs, idiomatic usage, masculine and feminine forms, verb usage, possessive pronouns, etc. For the creative teacher, possibilities are unlimited. Cards related to trips abroad could be used in more advanced classes in such categories as: procedures at the air terminal, registration in hotels, conduct on tours, conduct in a restaurant, conduct on campus during foreign study, social customs in various countries, professions, etc.

Flash cards can be used by any teacher in any class; they cost very little; they can be exciting; and they encourage the student to use the foreign language with some feeling of security because he is following a procedure which has become a part of his background of knowledge. They are not so boresome as ordinary pattern drills and they often accomplish more.

We do not advocate the use of flash cards to replace textual materials, but we do strongly recommend it as a practical reinforcement. Students still will need texts and laboratory practice.

REVIEW GAME WITH FLASH CARDS

After some months of daily drill with flash cards, a whole period can be given to review with everyone eagerly using the language. The class can be divided into two teams, each with a captain who calls on individual students to participate. All of the flash cards that have been learned in class are mixed and turned face down on the teacher's desk. Students, as their names are called, go to the desk and draw a card. They then attempt to tell everything that has been learned from drill with that card. If they omit anything or make a mistake in usage or pronunciation, someone from the other side corrects them; this gives the opposite team a point. One person from each side keeps score; at the end of the period, the losers serve a treat to the winning team. This stimulates almost total participation and motivates students to use the language effectively. Also, students have a feeling of security to know that they can do this, and are motivated toward independent language usage.

LATIN CONVERSATION . . . "Latine Loquamur"

(Expressions for Classroom Conversation)

Salve (Salvete) (Hello, Good morning.)

Quid agis? (How are you?)

Quomodo agitur? (How does it go?)

Bene satis (Well enough.)

Et tu? (And you?)

Bene est. (That's fine.)

Ego valeo. (I am well.)

Non valeo. (I'm not well.)

Valesne? (Are you well?)

Male est. (That's too bad.)

Aeger (aegra) sum. (I am sick.)

Vale (valete). (Goodbye.)

Quid agitur? (What's going on?)

Nihil. (Nothing.)

Quid novi? (What's the news?)

Scisne Latine vel Anglice? (Do you know Latin or English?)

Loquerisne linguam Latinam vel Anglicam? (Do you speak Latin or English?)

Non multum scio et loquor. (I understand and speak them a little (not much)).

Surge (Surgite). (Rise.)

Scribe (scribite) in tabula. (Write on the blackboard.)

Pone librum (ponite libros). Lay aside your book(s).)

Sume chartam et stilum (sumite chartam et stilos). (Give me your paper (s).)

Ponite chartas in mensa. (Place your papers on the table.)

Da mihi chartam tuam (date mihi chartas vestras). (Give me your paper (s).)

Gratias tibi ago. (Thank you.)

Quid desideras? (What do you want?)

Desidero -------. (I want to -------.)

Quo dicis Latine? (How do you say in Latin?)

Quo dicis Anglice? (How do you say in English.)

Dic iterum, quaeso. (Repeat please.)

Ignosce (ignoscite) mihi. (Pardon me.)

Eamus ad cenam. (Let's go to dinner.)

Fer mihi-----. (Bring me-----.)

Sudum est hodie. (The weather is nice today.)

Imber instat. (It'll rain soon.)

Aestus (frigus) est. (It's warm (cold).)

Quota hora est? (What time is it?)

Prima (or secunda, etc.) hora est. (It is one (two, etc.) o'clock.)

Aperi fenestram. (Open the window.)

Da mihi cretam. (Give me the chalk.)

Conside (considite). (Be seated)

Recita (recitate). (Recite).

Claude januam. (Close the door.)

Non tantum. Satis. (Not much. Enough.)

Unde venis? (Where are you from?)

Quo tendis? (Where are you going?)

Quid tu hic agis? (What are you doing here?)

Quid rei est? (What's the matter?)

Quomodo tu appellaris? (What's your name?)

Quid est nomen tibi? (What's your name?)

Mihi nomen est ------. (My name is -----.)

Ita vero. (Yes, indeed.)

Appellor-----. (My name is-------)

Esne Americanus? (Are you an American?)

Minime. (No, not at all)

Sum civis Americanus. (I am an American citizen.)

Intellegisne? (Do you understand?)

Non intellego. (I don't understand.)

Loquere lente. (Speak slowly.)

Quid est? (What is it?)

Ubi est----? (Where is ———---?)

Quantum pecuniae habes? (How much money do you have?)

Dic mihi. (Tell me)

Noli dare. (Don't give.)

Da (data) mihi chartam. (Give me some paper)

Noli (nolite) mihi molestiam facere. (Don't give me trouble)

Non possum. (I can't)

Quid habes? (What do you have?)

Nunc est tempus. (Now it is time)

Quo tempore? (When)

Quo modo? (How?)

Quaeso. (Please)

Sol urit. (It's a sunny day.)

Pluit. (It is raining)

Imber remittit. (The rain is letting up.)

Quot annos natus es? (How old are you?)

Viginti annos natus sum. (I am 20 years old.)

Hodie, cras, heri. (Today, tomorrow, yesterday.)

Quid rides? (Why are you laughing?)

Ambula mecum quaeso. (Walk with me, please.)

Edamus (or prandeamus). (Let's eat or have lunch)

Quid habes? (What do you have?)

Da ------ mihi. (Give me-------)

Monstra mihi. (Show me.)

Adest. (He is present.)

Abest. (He is absent.)

Non scio. (I don't know.)

Mane breviter. (Wait a minute)

Veni huc. (Come here.)

Juva (juvate!) (Help!)

Juva me! (Help me!)

Prope est. (It is near)

Consiste! (Stop!)

Nescio. (I don't know.)

Estne procul? (Is it far?)

I (ite) celeriter! (Go quickly!)

Cave! (Watch out!)

Ambula lente. (Walk slowly.)

Dic lenius, quaeso. (Speak more slowly, please.)

Merry Christmas--Hilara Saturnalia

Happy New Year--Propitius sit (esto) Novus annus

Happy Birthday--Dies natalis tibi

To send one's love--Alicui salutem dicere

Take it easy--otiosus esto

Good luck--Bene ambulato

God speed you--I (ite) secundo omine

To be in trouble--in salebram cadere

How is that possible?--Qui id fieri potest?

It is pleasant--Suave est

Is my hair all right?--Capillus satis compositus est commode?

To comb the hair--Capillos pectere

To cut the hair--Capillos tondere

Long hair--Capillus promissus

To arrange (dress) the hair--Comas fingere

Forms of Address

Sir--Bone vir
Vir optime
Vir clarissime
Vir doctissime

Madam-- Domina
Clarissima

Colors

Beige (flavidus, -a, -um)
Black (ater, atra, atrum
  niger, -gra, -grum)
Blue (caeruleus, -a, -um)
Brown (fulvus, -a, -um)
Crimson (purpureus, -a, -um)
Golden (aureus, -a, -um)
Gray(ashen)-(cinereus, -a, -um)
Green (viridis, -e)
Orange (luteus, -a, -um)
Purple (puniceus, -a, -um)
Red (ruber,-bra,-brum)
Yellow (flavus, -a, -um)
White (albus, -a, -um)
  candidus, -a, -um)

Names of Months

Januarius
Februarius
Martius
Aprilis
Maius
Iunius
Iulius or Sextilis
Augustus
Septembris
Octobris
Novembris
Decembris

Days of the Week

Dies Solis (Sunday)
Dies Lunae (Monday)
Dies Martis (Tuesday)
Dies Mercuri (Wednesday)
Dies Jovis (Thursday)
Dies Veneris (Friday)
Dies Saturni (Saturday)

PROFESSIONAL DEVELOPMENT

PROFESSIONAL ASSOCIATIONS FOR LATIN TEACHERS
(Oklahoma)

American Council on the Teaching of Foreign Languages (ACTFL)
Oklahoma Foreign Language Teachers Association (OFLTA)
Oklahoma Classical Association (OCA)
American Classical League (ACL)
The Classical Association of the Middle West and South (CAMWS)
Vergilian Society of America
American Philological Association
Archaeological Institute of America

PROFESSIONAL MAGAZINES FOR LATIN TEACHERS

Foreign Language Annals - published by the American Council on the Teaching of Foreign Languages -- quarterly in October, December, March, and May.

The Classical Journal - published by the Classical Association of the Middle West and South from October through May.

The Classical Outlook - published by the American Classical League, Miami University, Oxford, Ohio, from September through May.

The Classical World - published by the Classical Association of Atlantic States, Fordham University, New York, N.Y.

The Classical Bulletin - published by the Department of Classical Languages at St. Louis University, St. Louis, Mo., from November through April.

Subscriptions to the above magazines may be ordered through the American Classical League or The Classical Journal.

AMERICAN CLASSICAL LEAGUE
Service Bureau

The American Classical League, Miami University, Oxford, Ohio, 45056 maintains a Service Bureau from which a great deal of supplementary material may be obtained. Free classical lists of mimeographed leaflets, reprints, pamphlets, and other pertinent materials may be requested from the Bureau. These lists contain material on Caesar, Cicero, First-Year Latin for the Inexperienced Teacher, Latin Pictures, Plays in English, Plays in Latin, Projects, Programs, Rome and Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods, and Techniques, Value of the Classics, Vergil and Mythology, Word Study.

Teacher Placement Service

The American Classical League conducts a Placement Service for teachers of Latin and Greek. This service is available to members of the American Classical League with a service fee of $2. Write for an application form to the office of the ACL Executive Secretary, Dr. John F. Latimer, The George Washington University, Washington, D.C. 20006.

Scholarships

Scholarship aid is available to Latin teachers for summer workshops and institutes, as well as for study at the American Academy in Rome and the American School of Classical Studies at Athens. Consult the professional magazines for information.

WORKSHOPS AND TRAINING PROGRAMS

The audio-lingual techniques which have been used so successfully in teaching the modern languages have been developed to teach Latin grammar and vocabulary, and the grammar itself has been subjected to new analyses using methods of structural linguistics or modifications thereof.

With the awareness of the relevance of Latin to our present day society and the realization that traditional methods must be updated, numerous workshops and intensive summer training programs for teachers of Latin are being conducted by colleges and universities throughout the country. These workshops provide both experienced and inexperienced teachers with the opportunity of studying and evaluating the latest trends in Latin teaching and of becoming thoroughly familiar with the oral-aural approach, the use of the language laboratory, and the other audio-visual aids.

The April issue of The Classical Outlook usually carries listings of summer courses of study ranging from three day Latin Institutes to six and eight weeks training programs.

ACL Institute

The American Classical League sponsors a Latin Institute which is held in June each summer at Oxford, Ohio, For date, location, and program, check the current professional publications.

American Academy in Rome

The American Academy in Rome offers a six weeks comprehensive summer course on the graduate level in Roman civilization based on the study of the surviving monuments in and around Rome. For details, address the American Academy in Rome, 101 Park Ave., New York, N.Y. 10017.

American School of Classical Studies at Athens

The American School of Classical Studies at Athens offers a comprehensive summer course on the graduate level in art and archaeology, history, and the literature of ancient Greece, with excursions to important sites. For details, address - Professor Anna S. Benjamin, Rutgers University, New Brunswick, N.J.

Vergilian Society--Classical Summer School in Italy

The Vergilian Society conducts a summer school in Italy in four separate two-week sessions in the Naples area. The program includes guidance and lectures at classical sites and museums of the area. The Vergilian Society also offers a six weeks classical tour to Southern Italy, Sicily, Rome and environs.

ACTFL

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to advancing the teaching of all foreign languages, modern and classical, at all levels of instruction in American education and to serving the interests of the foreign language teaching profession. *Foreign Language Annals* is a quarterly publication of ACTFL and includes professional articles covering all aspects of the profession.

INTERACTION ANALYSIS

"Interaction" is a term which is being heard more and more in educational circles. Interaction Analysis is a method which has been devised to help teachers evaluate their own strengths and weaknesses and to develop techniques to improve their response to pupils and their general interaction with them in the classroom. This system was developed by Ned A. Flanders and his associates and was tested and refined over an eight-year period of research that took place at universities in Minnesota, Michigan and South Carolina, and at Temple University. The technique was first used as a research tool--the results making a significant impact on education. It became clear that the tool could be used to help teachers gain insight into their classroom behavior.

Interaction Analysis has been adapted specifically to the foreign language field. The Foreign Language Teacher Interacts is a program devised by Gertrude Moskowitz, associate professor of Education at Temple University. It includes a programmed text, transparencies, and tapes available for Latin, as well as the modern languages. Information on this program may be obtained from the Association for Productive Teaching, 5408 Chicago Avenue South, Minneapolis, Minnesota 55417.

COMPUTERS AND THE CLASSICS

A great deal of research has been going on in the last few years on computer-assisted programs in the classics. The American Philological Association has devoted a great deal of time to research in this field. The American Council on the Teaching of Foreign Languages has included sessions on computer research at its annual meetings. Several programs now exist for teaching Latin and Greek by computer-assisted instruction. PLATO (Programmed Logic for Automated Teaching Operations) is one of the newest systems which Richard Scanlan of the University of Illinois has helped develop. This is an experimental program for use in beginning Latin classes. Scanlan's program involves 20 student stations, each of which is equipped with electronic keyset and TV screen. Students spend three hours a week in a regular classroom and several hours a week in the computer lab. Latin teachers should be prepared to hear a great deal more about computer-assisted instruction in the next few years.

JUNIOR CLASSICAL LEAGUE

The Junior Classical League is a student organization sponsored by the American Classical League. Its purpose is to develop an appreciation for and enrichment of knowledge of classical culture and its influence upon western civilization.

Latin teachers are urged to affiliate their local classical clubs with the National Junior Classical League which provides cultural, social, and educational opportunities for its members. Teachers who sponsor JCL have found that interest in Latin has improved and their Latin enrollments have increased.

Information about this organization may be obtained from the American Classical League, Miami University, Oxford, Ohio.

CASTRA LATINA

Castra Latina is a six-weeks Latin program for junior and senior high school students who have had one or more years of Latin and have reached the age of 13. This program is a division of the Midwestern Music and Art Camp at the University of Kansas, Lawrence, Kansas. The Latin camp, which began in 1967, is held each summer on the KU campus. The students take classes in the Latin language and literature, Roman history and art, archaeology and civilization, classical mythology and ancient Greek. Students are grouped according to previous training and ability. Students with an A or B average may be recommended by their teachers for an $80 reduction in their fees. A small fund is also available for students with special financial needs. For application forms and further information, address Dr. Elizabeth C. Banks, Department of Classics, University of Knasas, Lawrence, Kansas 66044.

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REPORT ON THE 1969 EPDA LATIN INSTITUTE

(Below are listed some observations from the 1969 EPDA (Education Professions Development Act) Latin Institute held at the University of Illinois, Urbana, Illinois, for six weeks. The curriculum included Linguistics, Oral Interpretation of Latin Literature, Rapid Comprehension of Latin Literature, Survey of Latin Literature, and a Practicum on Methodology.)

The 1969 EPDA Latin Institute on the whole attempted to present, to explain, and to indoctrinate its participants with the "Multi-Sensory" approach to the teaching of Latin. Only the multi-sensory method was presented, and only its "pros", to the exclusion of its "cons", were analyzed.

The basic assumptions of the multi-sensory method and its relationship to language teaching are:

1. Language behavior is a function of the total human organism.
2. As many sensory modes as possible should be used in the presentation and manipulation of language structures and lexical items.
3. Language data should be presented so far as possible in a context of meaning.
4. Syntatic and morphological descriptions and categories are attempts to describe how a language operates and not necessarily inherent in the language.
5. Vocabulary learning is a continuing process of adumbration and refinement of the concepts underlying lexical items as well as learning new words.
6. The procedure for using structural visuals may (should) be as follows:
    a. Cueing for observations
    b. Initial demonstration
    c. Inductive formulation
    d. Second demonstration
    e. Diagnostic quiz, recognition
    f. Explanation of structure
    g. Distribution of visual materials
    h. Assigned exercises:
        1) Caption to visual

        2) Visual to caption
        3) Substitution drills
        4) Transformation drills
    i. Classroom or language laboratory drills
    j. Third demonstration without captions
    k. Test
7. English should be used VERY SPARINGLY.
8. The reasons for limitation of English are to:
    a. Provide language practice in a context of meaning
    b. Minimize the tendency toward over-explanation
    c. Furnish encouragement to think in the second language
9. The primary purposes for the use of English should be to:
    a. Focus attention on crucial elements
    b. Avoid "superstitious" learning
    c. Delineate, where necessary, concepts involved in vocabulary items
    d. Provide opportunity for students to communicate generalizations and uncertainties
10. The second language is to be used 85 percent of the time and the native language is to be used not more than 15 percent of the time.
11. The ability to deduce meaning of unknown lexical items from context is an indispensable skill for language mastery.
12. Reading of texts should follow this general pattern:
    a. Initial presentation of vocabulary and structural visuals
    b. Recognition quiz
    c. Discussion, where appropriate, of concepts involved in vocabulary items with emphasis on semantic differential with English omitted.
    d. Distribution of copies of the visuals to students
    e. Tests on material contained in the visual
        1) Recognition
        2) Recall
        3) Vocabulary to visual
        4) Substitution (where synonyms exist, this must always be accompanied by a discussion of semantic differential)
    f. Initial reading of the text

- g. Structural questions
- h. Assigned reading and preparation of text
- i. Student reading--oral with emphasis on suprasegmental aspects
- j. Evaluation of comprehension
    - 1) Written or oral text presented in segments
    - 2) Text withdrawn and questions asked
    - 3) Latin questions or English paraphrase
- k. Assignment of parallel text or continuation (with minimal new vocabulary and no new structures), to develop facility for independent reading
- l. Evaluation of comprehension

13. Kinetic drills should be used freely to induce automatic associations (a) between person signals of verb and subject, and (b) with certain lexical and structural signals
14. By use of English to Latin composition during the first year, the danger of establishing word for word equivalencies is increased.
15. The method of active language use employed should encourage students to express ideas and concepts, not word equivalencies.
16. Vocabulary selection is not a major development of a knowledge of structure and a feel for the language; consequently, vocabulary items should be selected for immediate utility in the classroom.

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